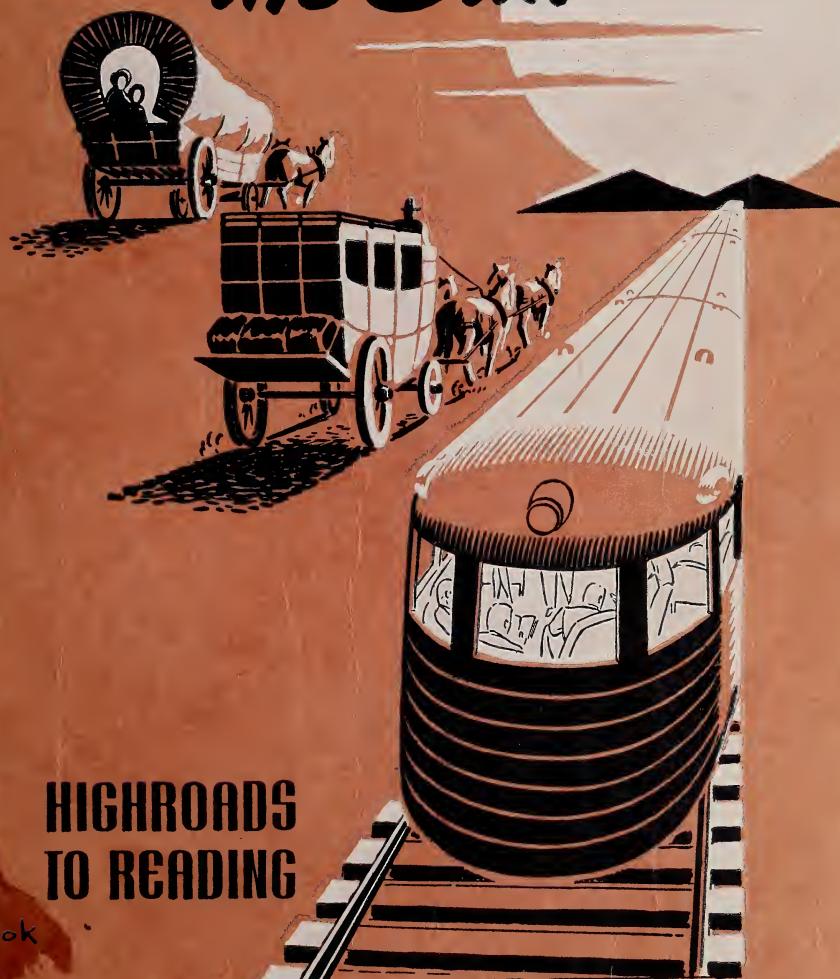


# WORKBOOK

TO ACCOMPANY

## *Riding with the Sun*



CURRICULUM

PE  
1121  
H638  
1946  
bk. 4  
wkbk.  
C. 2

CURR HIST

HIGHROADS  
TO READING

BOOK  
4

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OF ALBERTA

## YOUR NEW READER

You have a new Reader. The questions on this page will help you to find out many interesting things about it. Write the answers in the spaces below each question.

Education  
PE  
1121  
H63  
5.47  
WORKBOOK  
C.2

1. Look at the cover of your Reader. Write the name of your Reader as it appears on the cover.

---

2. Find the first picture in your Reader. Write the name of the buildings in the picture and the name of the city in which they are found.

---

3. Near the front of most books the names of all the stories in the book are printed. This is usually called the Contents, or the Table of Contents. Turn to page 5 of *Riding with the Sun* and find out what this list is called. Write the name you see at the top of page 5.

---

4. The Contents tells you the name of each story in your book, the name of the writer, and the page on which the story begins. Write the name of the second story in your Reader.

---

Who wrote this story?

---

On what page does the second story begin?

5. In your Reader there are stories, poems, and plays. Write the name of the poem which begins on page 27.

---

Write the name of the play which begins on page 175.

---

6. In your Reader you will find many new words. At the back of your book there is a Glossary which gives the meanings of words which may be new to you. Turn to page 351. Find the word *aboard*. Beside the word you will find its meaning. Write the meaning given in your Glossary for *aboard*.

---

Turn to page 360. Find the word *sailor*. Write the meaning given for the word *sailor*.

# Paddle-to-the-Sea

Read the story in your Reader carefully to find out the words you need to fill the empty spaces below.

What was it that wore hoods and coats of white? It says in the story, "the evergreen trees wore hoods and coats of white." So you should write *The evergreen trees* in the space in number 1, like this:

1. *The evergreen trees* wore hoods and coats of white.

Now write the words you need in the other empty spaces.

2. ..... to keep it headed forward.
3. ..... stood up like a pole.
4. ..... hung low across the hills.
5. ..... to make it heavy on the bottom.
6. ..... cut an icy path through the forest.
7. ..... wide as shovels.
8. ..... are set like bowls on a gentle slope.
9. ..... was white with snow.
10. ..... swooped low.
11. ..... swelled with new buds.
12. ..... crept over the little canoe.
13. ..... drifted from the sky.
14. ..... pawed the snow beside a log.
15. ..... hopped near.
16. ..... came to sniff at Paddle.

On a map, find the Great Lakes.

Write the names of the Great Lakes on the lines below.

---

---

## TOOLS AND MATERIALS

The little Indian boy needed several things to make his Paddle Person. Some of these things were *tools*. Some were *materials*. The knife he used to carve his model was a *tool*. The piece of wood was a *material*. Write the names of all the tools the little Indian boy used, and write the names of all the materials he needed. You will find the names in, "1. How Paddle-to-the-Sea Came to Be," on pages 9 and 10 of *Riding with the Sun*.

*Tools*

*Materials*

## ANIMAL VISITORS

On page 12 is the story of how Paddle started on his journey. In this story the animals came to look at Paddle-to-the-Sea. All the animals did different things when they came to visit Paddle that first night. Write the names of the animals that came, and beside the name of each animal write the word used in the story to tell what each animal did.

## SIGNS OF SPRING

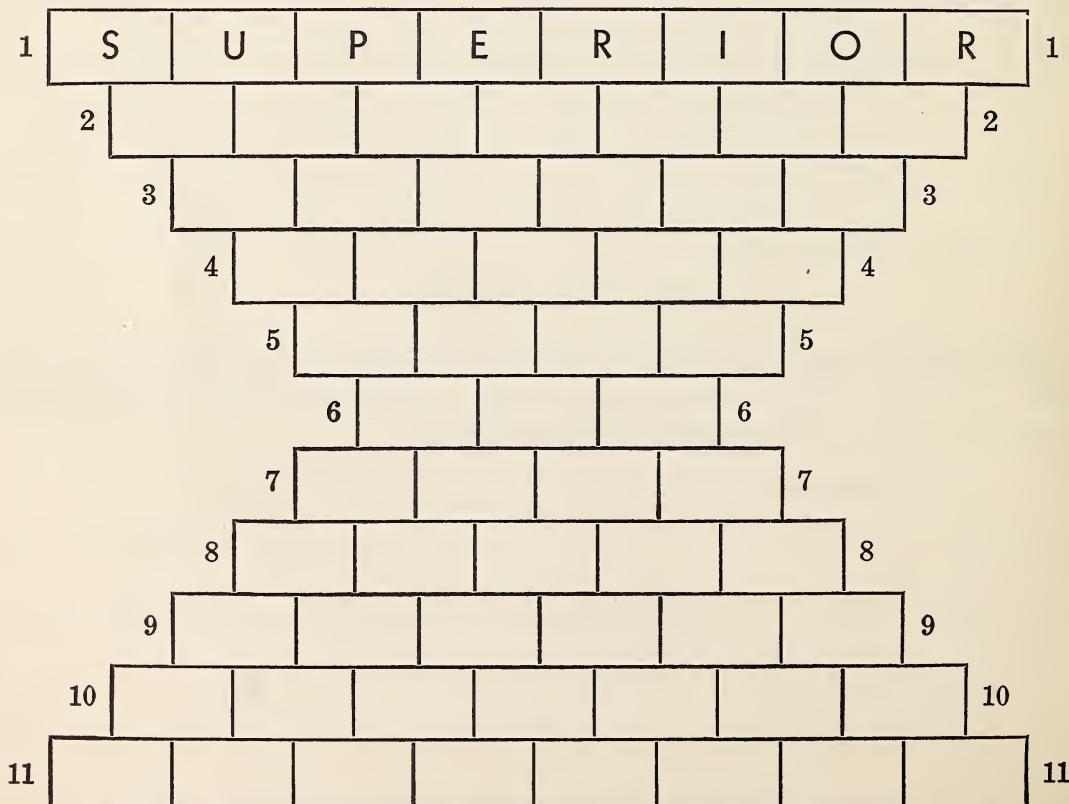
In the story you read about many things that show that winter is over, and spring is coming. We might call these things *signs of spring*. Write a sentence on each line below, telling something from the story which is a sign of spring.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## A WORD PUZZLE

Each word on the left fits one line of the puzzle. To find the correct word read what it says beside each number. Put the word in the line of the puzzle which has the same number.

swooped	1. the name of a large Canadian lake
brook	2. flew down quickly
canyon	3. a small animal
fir	4. the Indian boy made one
canoe	5. went down under the water
moss	6. an evergreen tree
Superior	7. soft green plant found on the ground
weasel	8. a small stream
slippery	9. a deep valley
sank	10. what the Indian boy was doing
carving	11. hard to stand up on because of ice



In some words *oo* sounds like *oo* in *moon*.

In some words *oo* sounds like *oo* in *foot*.

hoods	moose
looked	school
stood	wood
brook	soon
swooped	cool
took	wooden
spoon	drooped
too	good

In some words *ow* sounds like *ow* in *cow*.

In some words *ow* sounds like *ow* in *blow*.

how	bowls
low	owls
snow	flows
now	narrow
down	flowers
hollow	snowshoe
snow-bank	downhill

In some words *ea* sounds like *ea* in *near*.

In some words *ea* sounds like *ea* in *bread*.

ready	leaping
bear	headed
dream	steady
real	reached
dead	thread
underneath	eaten
heavy	please
weasel	head

Write each of the above words under the word it sounds most like.

The words below are printed in pairs.

If the words in a pair are *alike* in meaning put A in the box beside them.

If the words are *different* in meaning, put D in the box.

The first two pairs are done for you.

<input type="checkbox"/> A	stream	brook	<input type="checkbox"/>	split	burst
<input checked="" type="checkbox"/> D	low	high	<input type="checkbox"/>	stood	knelt
<input type="checkbox"/>	slope	hill	<input type="checkbox"/>	narrow	wide
<input type="checkbox"/>	surface	bottom	<input type="checkbox"/>	cutting	carving
<input type="checkbox"/>	tin	wood	<input type="checkbox"/>	twigs	buds
<input type="checkbox"/>	valley	canyon	<input type="checkbox"/>	crept	swooped

Use after pages 9-13.

### Distinguishing vowel sounds.

## Similarities and differences

In the space below draw a picture of the canoe made by the little Indian boy. The picture may show the canoe sitting upright (side view), or it may show the canoe lying on its side (bottom view). Print these words beside the picture:

## PADDLE

## INDIAN FIGURE

## RUDDER

**STRIP OF LEAD**

Draw a line from each word to the part of the picture where each of the things named is.

Use after page 14.

## The Fishing Trip

Some of the words below are the names of things a fisherman needs to catch fish. These things are called *fishing tackle*. Some of the words are the names of parts of a boat. Draw a line under each word that names tackle. Draw a circle around the words that name parts of a boat.

hook

dock

deck

sinker

nets

rope

gaff

mast

bow

buoy

line

## waves

float

stern

row

Under the word *Tackle*, write the names of the things a fisherman uses to catch fish. Under the word *Parts*, write the words that name parts of a boat. Under the word *Neither*, write the words that name neither fishing tackle, nor parts of a boat.

## Tackle

## Parts

Neither

## WHAT IS IT ABOUT?

Read the paragraphs below to find what each one is about.

Jamie's grandfather lent the boys a boat to fish from. It was a strong boat, without a sail, and the boys used oars to make it go. The bow was pointed, but it had a flat stern. The broad bottom was almost flat. There was no rudder, and the boys steered it by using the oars.

This paragraph is about

1. a fishing boat.
2. how to steer a boat.
3. Jamie's grandfather.

(Put X beside the right one.)

David took the oars and began to row. To steer the boat, he sat with his back to the bow of the boat. He kept his eyes on some object on the shore, and rowed straight away from it. To make the boat go to the right, David had to pull hard on the oar in his left hand. To make it go to the left, he had to pull hard on the right-hand oar.

This paragraph is about

1. rowing a boat.
2. steering a boat.
3. fishing from a boat.

(Put X beside the right one.)

Codfish hunt for their food near the bottom of the sea, so the fisherman has to use a long line. The line has several hooks fastened to it. The hooks are baited with pieces of fish, clams, or raw meat. There is a heavy lead sinker on the line to keep it down in the water. The fisherman lets the line out until the sinker touches bottom. Then he draws the line up a few feet, and waits for a codfish to bite.

This paragraph is about

1. codfish.
2. fishing for cod.
3. fishing lines.

(Put X beside the right one.)

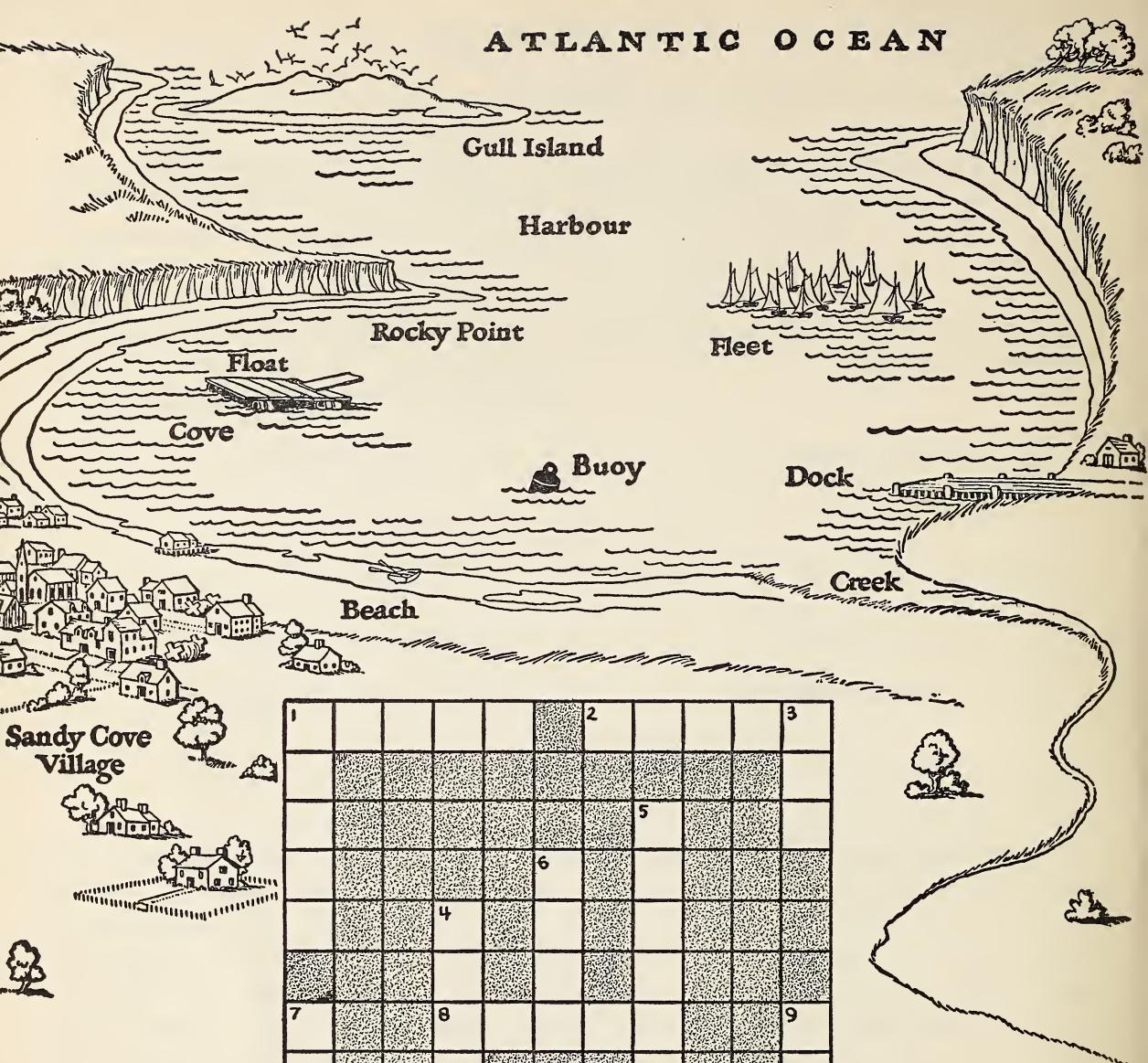
The coast line of Nova Scotia is very beautiful, and many people who live in cities like to spend their holidays by the sea-side. These tourists love to watch the sunlight dancing on the waves. They enjoy going out in fishing boats with the fishermen, and taking long walks along the beach or over the rocks. When their holidays are over, they have to go back to their homes in the cities.

This paragraph is about

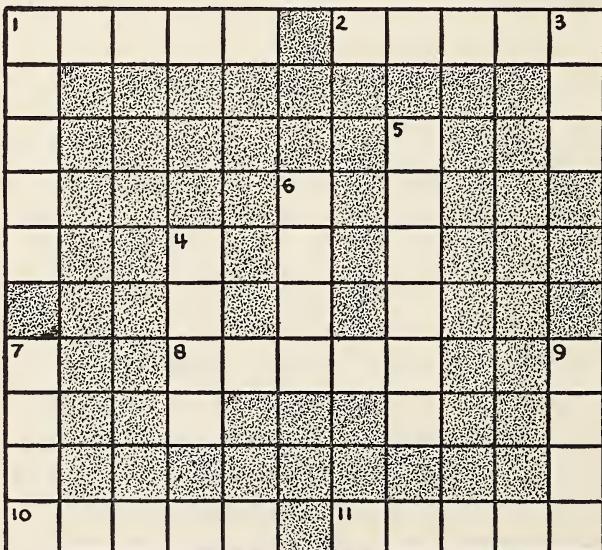
1. the coast line of Nova Scotia.
2. summer holidays.
3. tourists at the sea-side.

(Put X beside the right one.)

# ATLANTIC OCEAN



Work this  
crossword  
puzzle.



## Across

1. a raft resting on the surface of the water
2. a piece of land sticking sharply out into the water
8. the name of the great body of water that is larger than a lake
10. large stones
11. a small stream

## Down

1. a group of boats that belong together
3. the highest part of anything
4. a float to tie boats to
5. land surrounded by water
6. a small sheltered bay
7. a loud, deep sound made by the sea
9. a place where boats unload

Use after pages 14-27.

To promote ability to use a diagram  
as a source of information.

Teacher should explain how crossword  
puzzle is done, if necessary.

## VOWELS

The letters *a, e, i, o, u* are called *vowels*. Sometimes a vowel has a *short* sound. Read these words. Each vowel in these words has a *short* sound. Draw a line under each vowel.

hat,

let,

it,

hot,

up

man,

pen,

till,

top,

must

Some words have the vowel 'e' at the end. If this 'e' is not sounded, we say it is silent. The 'e' on these words is silent. Draw a line through each silent vowel.

make, slide, use, pole, these

In these words the 'e' at the end is silent. The first vowel in each word has a *long* sound. Draw a line under each long vowel.

cake, these, fire, hole, use

Read the words below. Draw a line through each silent vowel. If the sounded vowel is *short*, put S in the square. If the vowel is *long*, put L in the square.

white

tin

end

brush

sank

wore

set

side

safe

time

swept

glare

path

moss

cut

paddle

tap

split

lakes

slope

whale

drops

just

melts

hill

settle

wide

slide

smile

help

spire

rope

sniff

sun

mice

crest

tracks

robe

log

twigs

buds

smoke

sat

pole

fire

came

tug

bent

these

packs

next

home

like

drifts

knelt

swell

tell

tip

made

back

Use after pages 14-27.

To promote ability to distinguish between long and short vowel sounds.

1. The women of Quebec work very hard during the winter. They have to cook meals, and keep clothes in good order for the men and for the children. When the house work is done, they spend much of their time at the spinning-wheel and the loom. They spin the wool, grown on the backs of their own sheep, into soft strong yarn. Then they dye it in bright colours.

This paragraph is about

1. the women of Quebec.
2. the work of the women in winter.
3. spinning wool.
4. doing housework.
5. keeping clothes in good order.

(Put X beside the right one.)

2. When a large stock of yarn has been made ready, weaving begins. The brightly coloured yarn is woven into beautiful soft warm blankets. Finer yarns are woven into cloth from which clothes can be made. This cloth is called "homespun". It is strong and sturdy, and clothes made from homespun wear well.

This paragraph is about

1. brightly coloured yarn.
2. homespun.
3. making clothes from homespun.
4. a large stock of yarn
5. weaving blankets and homespun.

(Put X beside the right one.)

3. Many women in Quebec spend their spare time in the winter making rugs. To make a rug, the women first get a big piece of strong brown cloth. They draw a picture on the cloth with a soft pencil, or with a piece of wood that has been blackened in the fire. Then they fill in the picture with short pieces of yarn and gaily coloured rags. When the rug is finished it has on it a pretty picture of the country-side, or of a village in Quebec.

This paragraph is about

1. making beautiful rugs.
2. many women in Quebec.
3. drawing pictures on strong brown canvas.
4. a picture of Quebec.
5. gaily coloured rags.

(Put X beside the right one.)

4. In the summer time many tourists come to Quebec from all parts of Canada, and from the United States as well, to see this interesting part of our country. The tourists like to buy gifts to take home to their friends. When the tourists come, the women bring out the things they have made during the winter. Sometimes they hang their lovely blankets and pretty rugs outside their houses. Tourists passing along the road in their cars see the blankets and rugs, and many of them stop to buy.

This paragraph is about

1. tourists.
2. buying gifts.
3. cars from the United States.
4. summer in Quebec.
5. tourists buying rugs and blankets.

(Put X beside the right one.)

In the country around Tadoussac there is a great deal of snow every winter. The snow soon covers the ground everywhere. It piles up on the roofs of the houses, and clings to the branches of the evergreen trees. Soon it covers the fields and the roads, and lies deep among the trees of the forests.

When the wind blows, the snow drifts before it. Often when the people wake up in the morning they look out upon a pure white countryside. The fences can no longer be seen for the snow has covered them up.

If the fences disappear, it is impossible to tell where the road lies. If a farmer tries to drive his horse along the road, the poor beast may soon find itself stuck in a snow-drift. So different does the land look when it is covered with snow, that it is necessary to mark the road in some way.

When the snow begins to fall in the late autumn, the farmers cut big branches of evergreen, and small evergreen trees. They plant these branches and trees in the snow on both sides of the road. Then when the ground is covered with its white blanket, the tops of the branches and little trees stick up above the snow, clearly marking the road.

Put X beside the best title for this story.

1. Tadoussac in Winter
2. Marking the Winter Roads
3. A Bad Snow-storm
4. Driving a Horse in Winter
5. Winter in Quebec

In some of the words below, the letters *ow* sound like *ow* in *now*; in others, the letters *ow* sound like *ow* in *blow*. If the letters sound like *ow* in *now*, put a circle beside the word. If they sound like *ow* in *blow*, put a square beside the word.

now	<input type="circle"/>	know	window	slowly
crow	<input type="square"/>	flows	frowned	to-morrow
own		brown	drown	below
down		throw	yellow	narrow

Sometimes the words *bow* and *row* sound like *now*. Sometimes they sound like *blow*. Tell what they mean in each case.

bow (as in now) means.....

bow (as in blow) means.....

row (as in now) means.....

row (as in blow) means.....

Use after page 40.

To promote ability to grasp the general meaning of a short selection.

To give practice in distinguishing vowel sounds.

# Winnipeg at Christmas

The names of many things you read about in the poem, *Winnipeg at Christmas*, are given below.

Write *Yes* in front of the things you see at your home at Christmas time. Write *No* in front of those things you do not see.

..... 1. policemen that look like Teddy Bears	..... 8. Christmas trees
..... 2. Christmas cards	..... 9. parties and fun
..... 3. lots and lots of snow	..... 10. gifts for everyone
..... 4. streets lined with lights	..... 11. sweets
..... 5. coloured lights	..... 12. snow upon the house-tops
..... 6. furry boots and wraps	..... 13. books
..... 7. sleighs	..... 14. jolly girls and boys
	..... 15. toys

## Fields of Gold

Put *R* in front of each of the three sentences that tell why Peter was *anxious* about the crop.

..... 1. Peter was not allowed to see the fields of grain.	..... 1. Peter killed many grasshoppers.
..... 2. He remembered the ten dry years.	..... 2. He helped to plant the wheat.
..... 3. A hailstorm might come.	..... 3. He helped to get the combine ready.
..... 4. Peter was afraid someone would steal the wheat.	..... 4. Peter harnessed the horses to the grain wagon.
..... 5. He feared a swarm of grasshoppers would come.	..... 5. He delivered the wheat to the grain elevator.

Put *R* in front of each of the three sentences that tell how Peter knew the wheat was *safe*.

..... 1. The hail did not come.	..... 1. Bright sunlight flooded the prairie.
..... 2. The wheat was cut before it was ripe.	..... 2. Peter played all day long.
..... 3. The frost did not come.	..... 3. He understood the combine.
..... 4. Day-long soaking rains watered the prairies.	..... 4. The day of harvest came at last.
..... 5. The grasshoppers did not come.	..... 5. The wheat was safe.

Put *R* in front of each of the three sentences that tell how Peter Ross helped his father.

..... 1. Peter killed many grasshoppers.	..... 1. Bright sunlight flooded the prairie.
..... 2. He helped to plant the wheat.	..... 2. Peter played all day long.
..... 3. He helped to get the combine ready.	..... 3. He understood the combine.
..... 4. Peter harnessed the horses to the grain wagon.	..... 4. The day of harvest came at last.
..... 5. He delivered the wheat to the grain elevator.	..... 5. The wheat was safe.

Put *R* in front of each of the three sentences that tell why Peter was *happy*.

..... 1. Bright sunlight flooded the prairie.	..... 1. Bright sunlight flooded the prairie.
..... 2. Peter played all day long.	..... 2. Peter played all day long.
..... 3. He understood the combine.	..... 3. He understood the combine.
..... 4. The day of harvest came at last.	..... 4. The day of harvest came at last.
..... 5. The wheat was safe.	..... 5. The wheat was safe.

## LONG SOUNDS OF VOWELS

1. sweets
2. peace
3. people
4. fields
5. geese
6. weasel
7. evergreen
8. fiercely
9. streets
10. dream
11. shielded
12. pleaded
13. peering
14. underneath
15. breeze
16. appear
17. chief
18. seasons
19. creek
20. shriek

Write the numbers of the words in which the following letters have the long *e* sound.

*ee* in \_\_\_\_\_  
*eo* in \_\_\_\_\_  
*ea* in \_\_\_\_\_  
*ie* in \_\_\_\_\_

1. grey
2. painted
3. they
4. day
5. bait
6. weigh
7. sail
8. hay
9. paid
10. obey
11. sleigh
12. pail
13. delay
14. explained
15. stay
16. paid
17. away
18. straight
19. hay
20. grain

Write the numbers of the words in which the following letters have the long *a* sound.

*ay* in \_\_\_\_\_  
*ey* in \_\_\_\_\_  
*ai* in \_\_\_\_\_  
*ei* in \_\_\_\_\_

1. coast
2. hoe
3. snowy
4. poured
5. bowl
6. echoed
7. narrow
8. boat
9. foe
10. boast
11. loaded
12. toe
13. hollow
14. shoulder
15. oars
16. rowed
17. throat
18. slowly
19. foam
20. sorrow

Write the numbers of the words in which the following letters have the long *o* sound.

*oa* in \_\_\_\_\_  
*ow* in \_\_\_\_\_  
*oe* in \_\_\_\_\_  
*ou* in \_\_\_\_\_

1. spy
2. tie
3. high
4. buy
5. satisfied
6. sunlight
7. fly
8. flies
9. deny
10. fight
11. replied
12. shy
13. sigh
14. tries
15. myself
16. died
17. guy
18. bright
19. cried
20. fry

Write the numbers of the words in which the following letters have the long *i* sound.

*ie* in \_\_\_\_\_  
*uy* in \_\_\_\_\_  
*y* in \_\_\_\_\_  
*igh* in \_\_\_\_\_

## FINDING SYLLABLES

1. Each of these words has a shorter word in it. In the word, *person*, there is the shorter word, *son*. Write the shorter word on the line beside each word in the following:

person	son	splendid	.....	rabbit	.....
canyon	.....	hollow	.....	children	.....
compass	.....	women	.....	return	.....
bitter	.....	warriors	.....	winter	.....

2. Each of the words below has in it two shorter words. Write the two shorter words on the line beside each word. The first one is done for you.

carpet	car pet	sunlight	.....
airport	.....	afternoon	.....
seasons	.....	overboard	.....
cabin	.....	outlines	.....
upset	.....	standstill	.....
became	.....	hailstorm	.....
evergreen	.....	nightfall	.....

3. Each word below has two syllables. Write the two syllables of each word on the line beside the word. Each syllable contains a vowel sound.

valley	val ley	disturb	.....
spirit	.....	harvest	.....
weasel	.....	combine	.....
salmon	.....	kernels	.....
music	.....	canoe	.....
honour	.....	journey	.....
solemn	.....	tourist	.....

## FINDING SYLLABLES

4. Underline the words to which one of these endings has been added:

ing, er, ly, less, ed, ful

guarding	sinker	meekly	echoed	presently
peaceful	ghostly	panting	glittering	farmer
cloudless	mended	swelled	tireless	mouthful

5. Each word below has either two or three syllables. On the line beside each word, write the two or three syllables in the word. The first word is done for you.

October	Oc to ber	shoulders	.....
southward	.....	exploring	.....
grasshoppers	.....	Vancouver	.....
Pacific	.....	disappear	.....
entrance	.....	comfortable	.....
halibut	.....	appetite	.....
signals	.....	July	.....
visitors	.....	Winnipeg	.....

6. Look at each word and notice how many vowels you see. Say the word to yourself. Then notice how many vowels you hear. Decide how many syllables are in the word. Mark the syllables as the first one is done.

overhead	Madelon	Halibut	chattering
evergreen	comfortable	Victoria	remembered
cabin	Nipigon	suddenly	grandfather
carefully	adventures	companion	Tadoussac
afternoon	uncovering	excited	moccasins
overboard	promising	visitors	another
Winnipeg	disappear	victory	mother

## TRUE or NOT TRUE

Some of the stories on this page and on the next page are true, and some are not true. Write the names of the stories that you think are true, under the word *True*. Write the names of the stories you think are not true under the words *Not True*.

*True*

*Not True*

### An Indian School

There is an interesting school for Indian children on the west coast of Vancouver Island. It is like a little village at the foot of a high mountain looking out towards the Pacific Ocean.

About the middle of June each year a hundred Indian children arrive at the school. They come by boat because they cannot reach the school by road or by train. The children live at the school for ten months, and in April they return to their homes for a two-months' holiday.

The school is made up of many buildings. In one large one the children eat and sleep. In another they do their school work. In a third building, they have music, and moving pictures. In this building also there are work-shops and play-rooms where the children do wood-work, weave mats, and make things from pretty coloured beads. Behind the buildings there is a large garden where the older children grow vegetables and beautiful flowers.

The pupils are very fond of the sea and do a great deal of swimming, boating, and fishing in their spare time. Three times a month, a mail boat comes from Vancouver to bring them fresh food and letters from home. These children enjoy a very happy school life and they are always glad to come back after their holidays.

### How the World was Made

Long, long ago, the earth was entirely covered with water. A muskrat and a turtle that were swimming in the water stopped to talk. They were both very tired of swimming and agreed to try to find a little earth on which to rest.

The muskrat plunged to the bottom of the sea and after a long time came to the surface with a small lump of earth between his front paws. He placed the earth carefully on the turtle's back and dived again to the bottom of the sea. When he came up with the second lump he found that the first one had grown to twice its size. He put the second lump on the turtle's shell and dived again. The muskrat kept on diving again and again. The earth on the turtle's back kept on growing and growing.

That is how the world was made. It was built on the shell of a turtle and it stands there to this day.

Use after pages 47-49.

*New Words:*

April  
fresh

beads  
mail

holiday

# How the Robin Got his Red Breast

One very cold day the birds and animals decided to ask the Indians for some fire to keep themselves warm. When they arrived at the Indian camp, they saw the Indians sitting in a circle around the fire. They were afraid to ask for the fire, but the robin said that he would go and steal some when the Indians were asleep.

After the Indians had gone to sleep, the robin hopped up to the fire and took a glowing red coal in his beak. As he was flying away, the hot coal burned him so badly that he dropped it on the ground. Then the robin stood over it and fanned it with his wings to keep it alive. But the hot coal burned his breast.

When the robin came back to his friends, they were sorry to see his breast all burned red. They were sorry and ashamed that they had stolen the fire instead of asking the Indians for it. But from that day to this, the robin has had a red breast.

## The Robin

The robin is one of Canada's best known birds. This friendly bird builds its nest close to a house in town or country, for it likes the company of people. Soon after the nest is completed, several bright blue eggs appear in it. Then in May, or early June, young robins come out of the eggs. The mother robin and her mate watch their young very carefully. They feed them, keep them warm, and protect them from danger. After a few weeks the young robins learn to fly and to hunt their own food.

When autumn comes the young birds are fully grown. They fly off with thousands of other robins to the south where it is easier to get food during the winter.

## The Robin Family

A friendly robin and his mate built a nest close to the door of my house last spring. They worked very busily and cheerfully till at last it was finished. They seemed to mind not at all as we watched with interest nearby.

Soon we could see four bright blue eggs in the nest. After that Mother Robin spent most of her time keeping the eggs warm, while Father sang merrily in the tree tops.

Then one morning near the end of May, I saw four little open beaks pointing toward the sky. Now Mother and Father were rushing back and forth trying to keep these little beaks filled with worms. It seemed a very short time indeed, until we saw the four babies getting their first flying lessons. How slow and awkward they were at first! However, Mother and Father were patient and very soon the children were finding their own worms.

Before long the nest was empty and looked very lonely. In the fall the whole family disappeared. I knew they had gone south for the winter. I hope at least one of them will remember his old home next spring and come back to raise another family of young robins.

Use after pages 47-49.

*New Words:*  
cheerfully

beaks

awkward

## CIRCUS ANIMALS

In the story, *Casey Joins the Circus*, we are told something about every animal Casey met in the circus. The names of the animals Casey met are given below.

Write the names of the animals in the spaces below, so that the finished sentences tell what Casey noticed about the animals.

Dogs, Pigs, Tigers, Seals, Bears, Elephants, Horses, Camels, Monkeys, Hippopotamus, Lions, Ponies, Giraffe.

1. ..... prance.
2. ..... carry clowns on their backs.
3. ..... hold on to each other's tails.
4. ..... have humps on their backs.
5. ..... cannot make a sound.
6. ..... guard the animals.
7. ..... swing by their tails.
8. ..... ride bicycles.
9. ..... dance on their hind legs.
10. ..... pace up and down.
11. ..... yawn and shake their heads.
12. ..... balance balls on their noses.
13. ..... eats bales of hay.

## SILENT LETTERS

Each word has one or two silent letters. Draw a line through each letter that is not sounded.

sight	brighter	knife	sighed	crumbs
parade	ought	tights	walking	lamb
guarding	listening	high	chorus	through
although	palm	doubt	lightning	lightly
frighten	eight	answered	stakes	knew
salmon	solemn	midnight	knitting	engine
thought	could	laughed	shepherdess	island
neighed	cage	climbed	straightened	honour

## WHAT THE ANIMALS SAID

Write the name of the animals that said these things to Casey.

1. "Come with us if you can dance on your hind legs." \_\_\_\_\_
2. "Go away. In the circus everyone has work to do, and I'm too busy to be bothered with you." \_\_\_\_\_
3. "We could find something to do with you, if you would just step inside our cage." \_\_\_\_\_
4. "If you can balance a ball on your nose you can stay and help us perform." \_\_\_\_\_
  
5. "Have you a clown to ride on your back?" \_\_\_\_\_
6. "Now let me see, can you ride a bicycle?" \_\_\_\_\_
7. "Do you think you could eat a bale of hay? That's what draws the crowds." \_\_\_\_\_
  
8. "You have no humps on your back, so of what use would you be around here?" \_\_\_\_\_
9. "Can you eat with a knife and fork?" \_\_\_\_\_
10. "Can you count up to five?" \_\_\_\_\_

## SOUNDS WE SOMETIMES LEAVE OUT

Some words have sounds that we often carelessly leave out when we pronounce them. See if you can find one such letter in each of the following words and put a circle around it.

whisked	looking	whipped	surprise
swept	around	whether	whir
where	except	sleeping	slept
and	whistling	window	swift
whirled	chimney	whizzing	asked

Use after page 58.

To give practice in recalling details of material read.

## FINDING REASONS

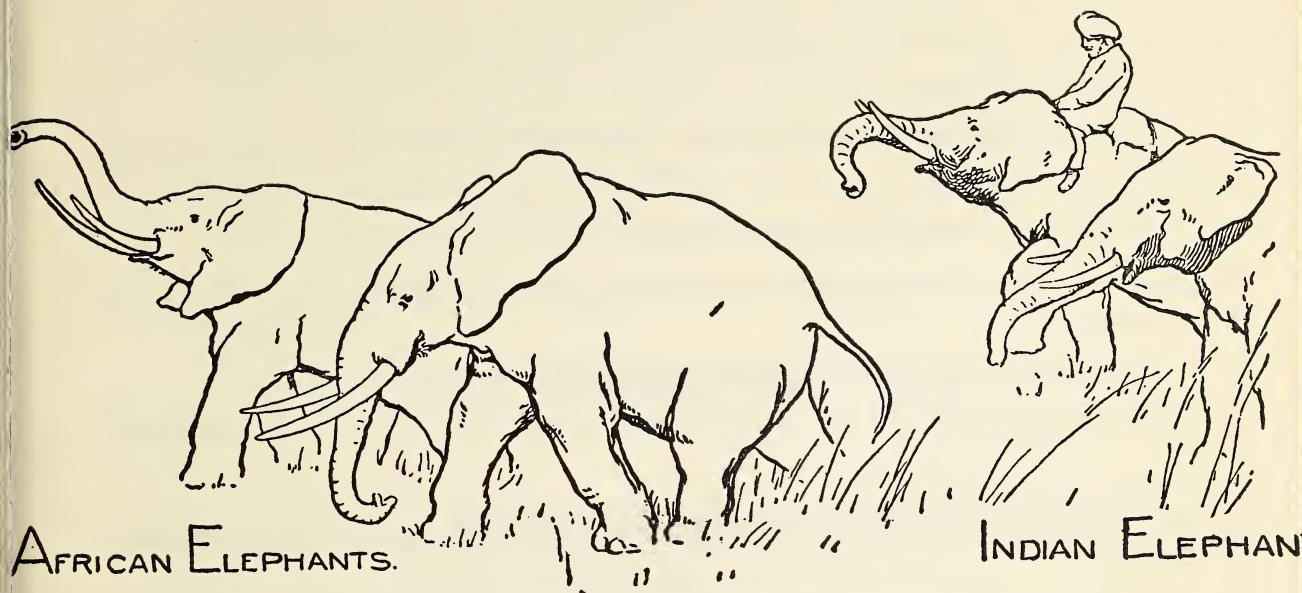
Draw a line through the reasons that are not true. Write Yes in front of the reason that is true.

1. Casey decided to join the circus because
  - (a) he could do many tricks.
  - (b) he liked the circus parade.
  - (c) he was hungry.
2. The circus men give the elephants a dog of their own to guard them because
  - (a) thieves might steal them.
  - (b) they might return to the jungle.
  - (c) small animals frighten them.
3. Casey decided to visit all the tents in the circus because
  - (a) he thought his master was at the circus.
  - (b) he wanted to find a way to join the circus.
  - (c) he was looking for a place to sleep.
4. Casey went to visit the black-and-white ponies because
  - (a) he wanted to ride on their backs.
  - (b) he liked to dance on his hind legs.
  - (c) he wanted to know how to join the circus.
5. The giraffe did not answer Casey because
  - (a) giraffes cannot make a sound.
  - (b) he was sound asleep.
  - (c) he did not like Casey.
6. Casey ran away without answering the camels because
  - (a) the camels chased him.
  - (b) the camels were not friendly.
  - (c) he was afraid of the storm.
7. After Casey had talked to the animals he was unhappy because
  - (a) the other dogs fought with him.
  - (b) there was no place for him in the circus.
  - (c) he wanted to go back to his home.
8. Casey searched all night for Peter because
  - (a) he liked the baby elephant very much.
  - (b) he hoped for a reward.
  - (c) he wanted to take Peter away from the circus.
9. The circus people gave Casey charge of the elephants because
  - (a) the other dog was killed in the storm.
  - (b) Casey could teach the elephants to do tricks.
  - (c) Casey took very good care of the baby elephant.
10. Casey was invited to join the circus because
  - (a) he proved that he was brave.
  - (b) he could perform fine tricks.
  - (c) he agreed to work for nothing.

Use after page 58.

Understanding relationship between cause and effect.

Using judgment.



AFRICAN ELEPHANTS.

INDIAN ELEPHANT

There are few things in the world more wonderful than the elephant's trunk. It can do for him what our two hands can do for us—and a great deal more.

The trunk is so nimble that the elephant can pick up a pin with its tip or can swing it back over his head. It is so strong that he can remove the heaviest object from his path. And, since it is really just a very long nose, it has a keen sense of smell. That is why wild elephants, when on the march, wave their trunks back and forth in the air. They are smelling out dangers.

The elephant's trunk is suited to his needs. His body, although strong, is very awkward. His legs are like four strong posts and his neck is short and thick. Unlike the horse or the cow, he cannot bend down to graze. Unlike the long-necked giraffe he cannot stretch upward to the tree-tops in search of food. Unlike the monkey he cannot use his forefeet as hands with which to feed himself.

But with his trunk he can reach the shoots of the tallest plant. With his trunk he can pick up a peanut at the circus, and, before raising it to his mouth, smell it very carefully. By means of his trunk he can keep his huge body clean. It is a fine sight to see a mother elephant teaching her son to give himself a shower-bath with his trunk.

Draw a line under the title which best fits this story.

The Elephant's Home

Circus Elephants

The Elephant's Trunk

How Elephants Eat

1. Casey, a homeless little dog, went to see the performing bears.

Which word tells you Casey had no home? \_\_\_\_\_

Which word tells you the bears did tricks? \_\_\_\_\_

2. When Casey crept into the elephants' tent, Leo saw him and growled, "Go away, I'm too busy to be bothered with you."

Which word tells you that Casey moved slowly and close to the ground? \_\_\_\_\_

Which word tells you Leo spoke crossly? \_\_\_\_\_

3. At the first crash of thunder Leo crawled away, leaving the elephants he was supposed to guard.

Which word tells you the thunder made a loud noise? \_\_\_\_\_

Which word tells you Leo was supposed to keep harm away from the elephants? \_\_\_\_\_

4. The walls of the circus tent slapped and billowed in the wind, and the elephants squealed in terror.

Which word tells you the walls of the tent blew in and out in waves? \_\_\_\_\_

Which word tells you the elephants were frightened when they squealed? \_\_\_\_\_

5. The elephants dragged their stakes out of the ground and went off in a wild stampede.

Which word tells you the elephants had to pull hard at their stakes? \_\_\_\_\_

Which word tells you the animals scattered suddenly? \_\_\_\_\_

6. When the prim little shepherdess was watching him, Black Face stopped to nibble some grass.

Which word tells you the shepherdess was neat? \_\_\_\_\_

Which word tells you Black Face ate with small bites? \_\_\_\_\_

7. Black Face loitered behind the other sheep and then scampered over to the shop window.

Which word tells you Black Face went more slowly than the other sheep? \_\_\_\_\_

Which word tells you Black Face ran quickly? \_\_\_\_\_

8. The shepherd called sharply from behind the flock and the sheep crowded together on the slanting platform.

Which word tells you the shepherd spoke quickly and firmly to the sheep? \_\_\_\_\_

Which word tells you the platform was not level? \_\_\_\_\_

9. The brambles caught in his fluffy wool and held on tightly.

Which word tells you that the bushes were thorny? \_\_\_\_\_

Which word tells you that the lamb's wool was light and soft? \_\_\_\_\_

10. The little train with its glossy black cars chugged into sight every day at noon.

Which word tells you the train was shiny? \_\_\_\_\_

Which word tells you the train made short, loud noises as it moved? \_\_\_\_\_

11. The elephants swayed back and forth at their stakes and flapped their big ears in fright.

Which word tells you the elephants moved from side to side? \_\_\_\_\_

Which word tells you the elephants' ears moved up and down? \_\_\_\_\_

Use after page 71.

### WORDS IN ALPHABETICAL ORDER

1. animal

bird

cage

deer

elephant

fox

giraffe

hippopotamus

Begin at the top of this list and say the first letter of each word to yourself. The words are arranged so that the first letters come just as they do in the alphabet.

We say that these words are in *alphabetical order*.

2. eagle \_\_\_\_\_

horse \_\_\_\_\_

camel \_\_\_\_\_

goose \_\_\_\_\_

ant \_\_\_\_\_

beaver \_\_\_\_\_

duck \_\_\_\_\_

fish \_\_\_\_\_

These words are not arranged in alphabetical order. Write them in alphabetical order in the blank spaces.

3. Alice

Charles

Emma

Freddy

Hank

These names are in alphabetical order. Charles comes after Alice because none of the names begins with B. Finish the following sentences.

(1) Emma comes after Charles because none of the words begins with \_\_\_\_\_

(2) Hank comes after Freddy because none of the words begins with \_\_\_\_\_

4. Casey .....  
Black Face .....  
Robert .....  
Henrietta .....  
Leo .....  
Patricia .....  
Jack .....

Write these names in the blank spaces in alphabetical order.

5. camels

chums  
circus  
clown  
crash  
cud

These words are in alphabetical order. Notice that they all begin with the letter *c*. When words beginning with the same letter are put in alphabetical order they are arranged so that the *second* letters are in alphabetical order.

Complete the following sentences:

(a) The word "chums" comes before "cud" because the letter ..... comes after the letter .....

(b) The word "crash" comes before "cud" because the letter ..... comes before the letter .....

6. To arrange the following words in alphabetical order you must look at the first *two letters* of each word. Arrange the words in each column in alphabetical order.

monkey .....	tiger .....	engineer .....
manger .....	teeth .....	earn .....
mice .....	tune .....	elephant .....
meeting .....	trumpeted .....	explore .....
music .....	tame .....	echo .....

The words *rode*, *road*, *rowed* are printed in four places in the paragraph below. Only one of these words is needed in each place. Draw a line through the words that are not needed.

Jamie rode road rowed his bicycle down the rode road rowed to the dock. He left his bicycle in the shed. He could not find David. Soon Jamie saw David coming down the rode road rowed. The two boys got into the boat and rode road rowed it out into the bay.

## FINDING THE RIGHT WORD

Each sentence has one word missing. Choose the right word from the three words given and write it in the space in the sentence below. Then read the sentence to make sure you have chosen the correct word.

1. asleep sleepy sleepily

Each morning when the sun came up  
the rooster hopped \_\_\_\_\_  
to a post and began to crow.

2. comfort comforting comfortable

Charles did not like to leave his  
\_\_\_\_\_ coop so early on a  
cold winter morning.

3. migrated migrate migrating

The swallow told the animals that when  
the cold weather came she and her family  
\_\_\_\_\_ to the south.

4. curiously curious curiosity

When the swallow suggested going  
south the rooster and the horse were  
\_\_\_\_\_ to know how to  
get there.

5. interesting interest interested

"If the animals are \_\_\_\_\_,"  
said the rooster, "we shall have a meeting  
to decide whether or not we shall go  
south."

6. dreading dread dreaded

All the animals \_\_\_\_\_  
another cold winter on the farm and so  
they agreed to leave their home, and go  
to Florida for the winter.

7. pleasant pleasantly unpleasant

The animals decided to go to Florida  
because they thought the weather  
would be \_\_\_\_\_.

8. enjoy joy joyful

They thought that in the south where  
there was no ice and snow they would  
be able to \_\_\_\_\_ themselves.

9. cheerily cheer cheerful

As the animals travelled the hot  
dusty road to the south they sang  
\_\_\_\_\_ songs.

10. silent silence silently

Sometimes the animals walked along in  
\_\_\_\_\_ thinking of the  
home and the good friends they had  
left behind.

11. travellers travelling travelled

When the animal \_\_\_\_\_  
came to a village the people would  
come out to meet them and bring them  
things to eat.

12. northern north northward

The animals enjoyed Florida so much  
that for some time they forgot all about  
their \_\_\_\_\_ home.

# South for the Winter

The story *South for the Winter* has five parts

1. Early Rising
2. A Touch of Winter in the Air
3. Why Not Migrate?
4. Going South
5. Florida at Last

The sentences below are about the story. Read each sentence and number it to show the part of the story in which it belongs.

..... Hank asked the swallow politely to explain what migrating was.	..... The spiders were so glad to see Florida that they raced around and around the web.
..... It was only half-past four in the morning when Charles got up.	..... The swallow told Hank and Charles that the birds travelled hundreds of miles to the south every winter.
..... Jack had smelled orange-blossoms at weddings and knew what they were.	..... Freddy made up songs to cheer the animals as they were going south.
..... In another month or two, we shall have snow.	..... Charles thought that Hank should have a blanket to keep him warm in winter.
..... At first, the animals felt rather sad at the thought of leaving their good friends at home.	..... Freddy made up another gay song as they started down the slope into Florida.
..... Charles had to crow every morning to wake Mr. Bean up, as he had no alarm clock.	..... After talking to the swallow, Charles decided to call a meeting of the animals.
..... Charles heard the pigs grunting and squealing so he knew they were thinking about breakfast.	..... Freddy sang happily about alligators and sweet potatoes as Florida came in sight.
..... The swallow darted from the roof like an arrow out into the sunshine.	..... Charles told Hank he thought there should be a stove in the henhouse.
..... Charles said that he hated the thought of freezing his feet in the snow during the winter.	..... Jack, the black dog, would sit up on his hind legs at the butcher shops and beg for bones.
..... The animals had many adventures on the road going south.	..... In one town the animals went through, a band came out to meet them.
..... Mr. Bean came to the bedroom window with his nightcap on.	

Read these riddles. In each blank space write a word which rhymes with the word above it. In the square below each riddle write the name of the animal described in the riddle.

### ANIMAL RIDDLES

I work for man on field or road.

In heat or cold I pull my \_\_\_\_\_

My roar is loud as anything.

Of animals I am the \_\_\_\_\_

I'm like a cat but seldom purr

Beneath my black and yellow \_\_\_\_\_

I'm meek and gentle, soft and prim.

I don't know why my coat you \_\_\_\_\_

In desert sands you see my track.

I have a hump upon my \_\_\_\_\_

My tail is big and I am small.

I gather nuts all through the \_\_\_\_\_

On padded feet throughout the house

I creep while tracking down a \_\_\_\_\_

My fur is black and partly white.

You see and smell me in the \_\_\_\_\_

My neck is long, my spots are small.

That is why I look so \_\_\_\_\_

I hop about from morn 'till night.

In winter-time my coat turns \_\_\_\_\_

I'm big and brown. I frighten men.

I sleep all winter in my \_\_\_\_\_

I'm big and round and sometimes white.

My bacon is the folk's \_\_\_\_\_

I'm keen and cunning, full of tricks,

And like to eat the baby \_\_\_\_\_

I have a trunk I do not pack,

And people ride upon my \_\_\_\_\_

I like to catch both mouse and rat.

They make me silky, soft, and \_\_\_\_\_

We're old Santa's trusty steeds.

I hope we satisfy his \_\_\_\_\_

My tail is long and curls around

The branches far above the \_\_\_\_\_

I live on the farm. I have two legs.

I am the one who lays the \_\_\_\_\_

## WRITING A PLAY

Read pages 76, 77, 78, and 79 of your Reader. Make a play by writing in the spaces below, some of the things the animals said. Some of the speeches are written for you.

*Animals*

*Place*

*Time*

Hank—Charles—Swallow    Mr. Bean's stable    A cold morning at the beginning of winter.

HANK: Good-morning, Charles. Touch of winter in the air this morning.

CHARLES: \_\_\_\_\_

HANK: \_\_\_\_\_

CHARLES: \_\_\_\_\_

HANK: \_\_\_\_\_

CHARLES: Of course they would. You ought to have a blanket to cover you. Now, take me. I have to get up before daylight and crow to get things started on the farm and if I miss a morning, what happens to me? I get cooked for dinner, that's what!

HANK: \_\_\_\_\_

CHARLES: It does! Now winter's coming, and I hate winter, but I've got to get out just the same and wade around in the snow and freeze my feet.

HANK: \_\_\_\_\_

SWALLOW: \_\_\_\_\_

CHARLES: \_\_\_\_\_

SWALLOW: .....

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CHARLES: .....

---

---

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SWALLOW: .....

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CHARLES: .....

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---

HANK: .....

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SWALLOW: Every fall, when it begins to get cold, the birds gather in big flocks and go south. We travel hundreds of miles. Some of us go to Florida and some of us go to Mexico. It is always sunny and warm down south and there is always plenty to eat. Then in the spring, we come back north again.

CHARLES: .....

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Use after page 85.

To assist in understanding conversation  
written in drama form.

Pupils should perform play when completed.

Some of the best ponies in the world come from the Shetland Islands north of Scotland. Shetland ponies are very small, not much larger than a big dog. Their hair is long, thick, and shaggy. Some are grey, some brown, some black, and a few are white. These ponies are strong, clever, and willing to work. They learn tricks easily and are used a great deal in circuses. Children love them as pets for they are kind and gentle. Coal miners use the ponies deep down in the mines to pull little carts loaded with coal. They are so tiny that they can easily go through small tunnels in the mines and so strong that they can pull heavy loads. Peddlers use ponies to pull their carts of goods to sell. Sometimes in parks or at the fair you may see rows of ponies with saddles on their backs, tied to a rail. Children love to come and pay five or ten cents for a ride on the pony's back.

This paragraph tells you about

1. the care of ponies.
2. Shetland ponies.
3. circus ponies.
4. ponies at the fair.

(Draw a line under the right answer.)

Shetland ponies are used in the circus because

1. they are kind and gentle.
2. they learn tricks easily.
3. they are small.

Shetland ponies make good pets because

1. they are easy to feed.
2. they are strong.
3. they are gentle.

Ponies are used in the mines because

1. they are small and strong.
2. they are black.
3. they are clever.

(Put X beside the right answer.)

Everyone likes a dog that comes when he is called. Your dog should be taught to do this when he is a young pup.

Decide what command you will use in calling him. It is wise to choose a simple one like, "Here, Nick." Tie a long rope to your pup's collar and let him wander off. Then call him in a clear, firm voice. If he does not come, draw him to you with the rope. Let him wander away again. If he does not come when you call him a second time, draw him to you again, with the rope. Keep doing this until he comes to your call. When he does come, praise him. Repeat this until your pup comes promptly every time you call him. When teaching your pup, always remember that he is only a baby. Make his lessons short. Treat him kindly and do not lose patience with him.

This paragraph tells you

1. how to be kind to your pup.
2. how to teach your pup to obey you.
3. how to teach your pup to do tricks.
4. how to teach your pup to come to you when you call him.

(Draw a line under the right answer.)

When your pup does not come to you,

1. beat him.
2. go and get him.
3. pull him to you.

When your pup does come to you,

1. give him a bone.
2. praise him.
3. send him away.

To call your pup you should use

1. a cross voice.
2. a coaxing voice.
3. a firm voice.

(Put X in front of the right answer.)

## CAN YOU PROVE IT?

Under each sentence write something from the book to prove that the sentence is true. The number of the page where you are to look is given at the left. The first answer is written for you.

*Page 88.* 1. There was much snow at Jancsi's home.

*Deep drifts had piled up against the walls.*

*Page 89.* 2. Kate was a helpful child.

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*Page 91.* 3. Jancsi helped Father.

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*Page 91.* 4. Kate had a pretty new dress.

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*Page 92.* 5. The village was quiet as they drove through.

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*Page 93.* 6. The children were anxious for fear Mikulas would not come.

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*Page 94.* 7. Mikulas had interesting things in his bag.

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*Page 95.* 8. It made the children happy to give presents.

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*Page 96.* 9. Mikulas was pleased with Jancsi and Kate for wanting to leave their gifts with the poor children.

---

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*Page 97.* 10. Mother was glad to see Mikulas.

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## CHOOSING THE RIGHT WORD

Each sentence has two words missing. Two of the three words given above each sentence fit in the spaces. Write the correct word in each space. Read the sentence over to make sure you have chosen the right words.

1.

real	realize	really
------	---------	--------

Kate and Jancsi were ..... afraid that the red-coated Mikulas was not a ..... person.

2.

delightful	delighted	delight
------------	-----------	---------

The children were ..... at the thought of a sleigh ride on such a ..... winter night.

3.

arrived	arrive	arrival
---------	--------	---------

While the children were waiting for the ..... of Mikulas, Father went into the station to see if the train had .....

4.

misty	mystery	mysterious
-------	---------	------------

There was an air of ..... about Father as he spoke of the ..... Mikulas.

5.

muffler	muffle	muffled
---------	--------	---------

Mikulas was wearing a ..... which made his voice sound strangely .....

6.

wondering	wondered	wonderful
-----------	----------	-----------

As they went from house to house Kate and Jancsi ..... who this ..... person could be.

7.

village	villagers	villages
---------	-----------	----------

The houses in the ..... were dark because the ..... were in bed.

8.

happiness	happily	happy
-----------	---------	-------

Kate and Jancsi felt ..... inside because they knew they were bringing ..... to other children.

9.

visited	visit	visitor
---------	-------	---------

After the children ..... each home in the village, Mikulas came home with them as a .....

10.

uncovered	covered	discovered
-----------	---------	------------

When Mikulas ..... his head and face, Kate ..... that he was really her father.

Use after page 98.

Be sure pupils understand instructions.

Distinguishing words with similar elements.

## HOW DO YOU KNOW?

In *Master of Boats* you will find why each of the following sentences is true. Read the section of the story numbered beside each sentence. Write down whatever you can find to show that the sentence is true.

*Section 1.* Way Ping was happy living on the house-boat. \_\_\_\_\_

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*Section 2.* The boat was very pretty. \_\_\_\_\_

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*Section 3.* Father thought the boat's eyes kept the boat safe. \_\_\_\_\_

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*Section 4.* Boats are important in China. \_\_\_\_\_

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*Section 5.* Way Ping loved his baby sister. \_\_\_\_\_

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*Section 6.* Way Ping was frightened when the boat drifted. \_\_\_\_\_

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*Section 7.* Way Ping was a good Master of the Boat. \_\_\_\_\_

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When soldier Wang came back from fighting with the Chinese army, there were many children in Red Acorn Village. He was pleased to see them playing in the single village street. But he was sad when he learned that these young people had not been going to school. Everyone in the village had been so busy growing grain and vegetables, and raising pigs, that no one thought much about providing a school for the young people.

Soldier Wang liked books better than pigs. Besides, he thought it was a shame for the children to grow up without learning to read and write. So Wang decided to start a school at his house. He posted up a notice at the village well where all would see it. The notice said, "School will begin on the twentieth of the month."

From that day on Wang was called Teacher Wang by all the village people. Teacher Wang set up his school in a small shed in his yard. He piled up some bricks and laid an old door across the top of them. This made the teacher's desk. There were no desks for the pupils.

On the twentieth of the month, eleven pupils came to the school. Each of them brought a gift of corn for Teacher Wang, and that was all the pay he received.

The pupils took their books and went off by themselves to learn by heart as much as they were able. When a boy knew his lesson, he came up to the teacher's desk, bowed to the teacher, put his book on the desk, turned his back, threw back his head, took a deep breath, and began to shout as fast and as loudly as possible, all that he had learned.

When the children finished their lessons, they went outdoors to play. Their games are not at all like ours. One which they like very much is called Bow to the Four Directions. The children join hands and form a circle around one child in the centre. The child in the centre turns slowly, bows, nods, and shakes hands with himself. The children in the circle turn in the other direction. They whirl madly around, faster and faster, and laugh happily. They sing a queer happy song about a wedding. This game would not seem to be much fun to us but they enjoy it very much. They would probably think a game of baseball or hockey very queer indeed.

Draw a line under the questions which are answered in the story you have just read.

1. Do all Chinese children have to attend school?
2. Are teachers in China always paid in money?
3. Do Chinese children bring their lunches to school?
4. Does each Chinese village have a school building?
5. At what age do children begin school in China?
6. What did Teacher Wang use for a desk?
7. Do all Chinese children study Arithmetic?
8. How does the Chinese pupil learn his lesson?
9. Do Chinese children like to go to school?
10. Did Teacher Wang have a blackboard?
11. Do Chinese children have long summer holidays?
12. What game did Teacher Wang's pupils enjoy playing?
13. Did Teacher Wang give the children homework?

What do you think the correct answer is? Yes No Can't tell

## WRITING SENTENCES

Read each sentence. Look at the underlined word. Then write another sentence using the underlined word with a new meaning.

1. { Behind the cottage was a tiny yard.  
There are three feet in one yard.
2. { The village was in utter darkness.  
\_\_\_\_\_
3. { At Christmas time people deck their trees with colours.  
\_\_\_\_\_
4. { We oil the roads to keep the dust down.  
\_\_\_\_\_
5. { Mother put a cosy on the tea-pot.  
\_\_\_\_\_
6. { Wise people put their money in the bank.  
\_\_\_\_\_
7. { Spray your potatoes to kill insects.  
\_\_\_\_\_
8. { The colours of the Dutch flag are red, white, and navy blue.  
\_\_\_\_\_
9. { Many people use a hand pump to get water from the well.  
\_\_\_\_\_
10. { The flag waves from the Peace Tower.  
\_\_\_\_\_
11. { A huge drift of snow covered the sheep.  
\_\_\_\_\_

The words below are divided into syllables. Say each word to yourself to find out which syllable you say with a stronger tone. Put the accent mark beside the strong syllable. The first two words are done for you.

lan' tern	trou sers	at tack	in vite	mir ror	ar range
a board'	loy al	at tempt	cap ture	de clared	van ish
car go	Eng land	roy al	Hol land	cof fee	Chi na
ca nal	Ger man	dai sy	Sun day	mere ly	Chi nese
cud dle	him self	ban ner	re lief	e qual	win dow

Use after page 123.

Using words with two meanings.  
Accented syllables.

## CHOOSING THE RIGHT WORD

1. The sturdy fishing boats with their brown sails floated lazily along the canal.  
What word tells you that the boats were stout and strong? .....
  
2. His trousers were wide and baggy, and on his feet were thick knitted stockings and heavy clogs.  
Which word tells you his trousers were loose and shapeless? .....
  
3. Presently Peter's merry face appeared above the edge of the dyke.  
Which word tells you that Peter's face was happy and gay? .....
  
4. Anna's bed was very cosy with its patchwork quilt and spotless pillows.  
What word tells you the pillows were very clean? .....
  
5. The German army made an attack on Holland, and the Dutch people knew that the enemy would attempt to capture their Royal Family.  
What words tell you that the Germans started a fight with Holland? .....
  
- What words tell you that they would try to make their Royal Family prisoners? .....

Use after pages 110-123.

## THE DUTCH PRINCESSES

Number the sentences below in the order in which they come in *Soil of Holland*.

- ..... For one day part of Canada became the soil of Holland.
- ..... Princess Juliana and her daughters came to live in a house near Ottawa.
- ..... A little while after the princesses came to Canada a new baby was born.
- ..... A Dutch war-ship brought the two little princesses and their mother to Canada.
- ..... In June 1945, Juliana took her three daughters back to Holland.
- ..... Many people in Holland sent messages to the new princess.
- ..... One night about the middle of May the Dutch Royal Family fled to England.
- ..... The princess was taken to a church in Ottawa and given the name, Margriet.

Use after page 123.

Understanding the order of events.

# The Storm

Some of the sentences below describe the storm which was going on outside the house. Put the number 1 in front of these sentences.

From some of the sentences you can tell how the people inside the house feel about the storm. Put the number 2 in front of these sentences.

- "I am afraid the house will be blown away," said Sigga.
- The snow began to fall and soon the air was full of fine driving flakes.
- "God help all those who are outside now," said Helga.
- When Nonni fell asleep the storm was still beating its drum.
- Sigga walked up and down and shivered with each gust of wind.
- Nonni was enjoying the storm and wished he could have gone out with his father.
- The house began to shake as though it were hammered by giants' fists.
- "I don't like that whistling sound up in the mountain pass," said Helga.
- Everyone seemed uneasy all day.  The storm kept hammering at the house.
- A sharp cold wind with snow in it rushed through the door.
- Everyone worked silently, trying not to show how worried he felt.
- "Let's put lights in all the windows," Helga said in a quick frightened voice.

Each sentence contains a group of underlined words. Two meanings are given for those words below the sentence. Draw a line under the one you think is right.

Gudda smiled and nodded her head but Helga took alarm at her tone.

1. became angry.
2. began to worry.

With a cap like Erik's and a staff in his hand he would have felt equal to anything.

1. afraid of nothing.
2. very uncomfortable.

Snow fell in showers about them as they shook themselves free.

1. got away.
2. shook off the snow.

Gudda was singing some dreary song and the storm was still beating its drum.

1. making a thundering noise.
2. sounding like music.

The storm had worn itself out and the sky was clear.

1. stopped very suddenly.
2. stopped gradually after a long time.

Nonni's spirits rose at once.

1. felt better.
2. became worried.

Bringing up the rear was Skuggi, waving his tail proudly.

1. carrying something on his back.
2. at the end of the line.

Erik who had just opened the door, could hardly believe his eyes.

1. couldn't see anything.
2. couldn't believe that what he saw was real.

If you lived in Holland

1. you might wear wooden shoes.
2. you might call Santa Claus, "Mikulas".
3. you would have bean sprouts for supper, every night.
4. you might have a tiny yard paved with white stones.

If you lived in Iceland

1. you might live on a houseboat.
2. you might go skiing.
3. you would call a river "A Road of Boats".
4. you might live near a dyke.

If you lived in Hungary

1. you would paint eyes on the front of your boat.
2. you would have windmills to pump sea water from the land.
3. Christmas would come on December 6.
4. you might put your boots on the window-sill to receive Christmas gifts.

If you lived in China

1. you might live near the Zuyder Zee.
2. you might have a dog called Skuggi.
3. you might believe in evil spirits.
4. you might sail up a river to Nanking.

Fill in the space in each sentence with the name of one of these countries:

China, Iceland, Hungary, Holland.

1. If you lived in ..... you might have a stork's nest on top of your chimney.
2. If you lived in ..... you might have a dog named Skuggi.
3. If you lived in ..... you might have your home on a boat which carried earthen jars of bean oil up the river.
4. If you lived in ..... you might put your boots on the window-sill on December the 6th for Mikulas to fill with presents.
5. If you lived in ..... your father might wear a hat like a pork pie, a tight red jacket with silver buttons, wide baggy trousers, and wooden shoes.
6. If you lived in ..... you might believe that eyes painted on the front of the boat could see farther and better than yours.
7. If you lived in ..... you might live near hot springs or a volcano and still have long cold winters with much snow and ice.
8. If you lived in ..... your house might be lower than the sea.
9. If you lived in ..... you would be living on an island in the Atlantic Ocean.
10. If you lived in ..... you might have fine horses to drive.

In each sentence on the left a group of words is underlined. Three meanings for each are given on the right. Draw a line under the meaning that best fits the sentence.

Arthur decided to turn over a new leaf.

1. take a clean page
2. look at a green leaf
3. make a fresh start

Kate and Jancsi saw eye to eye about giving presents.

1. looked straight at each other
2. agreed fully
3. looked straight ahead

Nonni was level-headed when the sheep were lost.

1. had a flat head
2. did not get excited
3. had his head down

Way Ping was a chip off the old block.

1. part of the boat
2. a brave boy
3. like his father

Jan decided to give Peter a hand with the oars.

1. help Peter row
2. use his hand as an oar
3. shake hands with Peter

As Master of the Boat Way Ping had to keep on his toes.

1. walk on tip toes
2. keep his mind on his work
3. keep his shoes on.

Kate was the apple of her father's eye.

1. had rosy cheeks like her father
2. had eyes like her father
3. was much loved by her father

Nonni jumped up and his heart leaped with fear.

1. he had a heart attack
2. he was very frightened
3. his heart stopped beating

Dutch people would rather be busy than have time on their hands.

1. nothing to do
2. too many clocks
3. wrist watches

George had the time of his life when he went to the circus.

1. had a long visit
2. enjoyed himself
3. lived a long time

The old woman went too far in her passion for cleaning.

1. went up in the sky
2. walked a long way
3. did too much

A proverb is a well known wise saying. "Look before you leap" is a proverb which tells us to think about something before doing it. Here are some proverbs. Each one fits one part of the story below. Read the story, then read the proverbs. Number each part to match the proverb which fits it.

1. Be prepared.
2. More hurry less speed.
3. Waste means want.
4. Pride goes before a fall.

### A CAMPING TRIP

A

John, Dick, and Peter planned to take an overnight camping trip across the lake. The night before they were to start out Peter played with his brother, read for a while, and then went to bed. John and Dick began immediately after supper to get ready for the camping trip. They packed their lunches, laid out their camping clothes, and went to bed early to be rested for the journey. In the morning, John and Dick were ready to start before Peter had his breakfast. They were not very pleased to find that they had to wait while Peter packed his things.

B

The boys reached the island on which they were to camp. They wanted to go fishing as soon as they could so they set to work in great haste to put up their tent for the night. When they had the tent all arranged and the ropes tightened, they noticed that one wall of the tent had several large wrinkles in it. They looked about to find the trouble and discovered that in their hurry they had pitched the tent on uneven ground. They had to take the tent down, find a level place for it, and set it up again. When they finished it was too late to go fishing.

C

Peter and Dick were to get supper ready. They built a fire and then set to work to cook the food. They cooked all the eggs which they had brought and opened two of their three cans of vegetables. When they had eaten all they could enjoy, the boys found that they had cooked too much food. The eggs could not be kept over for another day, so they had to be thrown away. After supper the boys realized that they had wasted some of the food which they should have kept for the next day. This meant that they would have to go home earlier than they had planned.

D

Next morning when the boys awoke, there was a strong wind. Peter and Dick thought it would not be safe to start home in their sail-boat in such rough weather. They wanted to wait until the wind died down. But John felt sure he could handle the sail in any wind. To show the other boys what a good sailor he was John started out proudly in the boat. In a few minutes the sail-boat upset, and the others saw John clinging to the boat and calling for help. Dick and Peter had to get a man with a row-boat to help them rescue both John and the sail-boat.

## 1. WHAT WOULD YOU DO?

Jimmie was at the station waiting for a train which was to take him to another city to visit his uncle. While waiting he noticed a boy whom he knew, on a bicycle delivering parcels. The boy went into a house with a parcel and came out counting his change. As he was putting the money in his pocket he dropped a dollar bill. Jimmie saw this but said nothing and as soon as the boy had gone Jimmie ran and picked up the dollar. "This must be my lucky day," said Jimmie. He bought a bag of peanuts. Then he bought an ice-cream cone and some candy. The train came then, and he went on his journey. That night he told his uncle how lucky he had been. Jimmie and his uncle had a little talk about it, and afterward they decided to do something.

Three things are suggested which Jimmie might have done. Underline what you would do.

1. spend the rest of the money
2. send a dollar back to the boy
3. buy a present for the boy with the rest of the money

## 2. WHAT WOULD YOU DO?

Peter and John were playing on the beach when they saw a rowboat pulled up on the sand. They thought it would be fun to take it out on the lake for a little row. They meant to stay in close to the shore as neither of them could swim, and they knew it was very foolish to go out where the water was deep. But John saw a bird's nest floating on the water and wanted to get it. Peter rowed the boat towards the nest, and as they came near it John reached over the side to pull it in. He leaned over too far, lost his balance, and fell in. Peter was very frightened when he saw John struggling in the water. He knew John couldn't swim, and he knew he must do something to save him.

There were three things he might have done. Underline the one you think would be best.

1. jump in after him
2. shout loudly for help
3. hold out an oar for John to cling to

## MARKING SYLLABLES

The words below have either two or three syllables. Write the words to show the number of syllables in each. The first two are done for you.

Put an accent mark after the accented syllable.

scarcely	<i>scarce'ly</i>
fortunate	<i>for'tu nate</i>
timber	.....
contentment	.....
angel	.....
skilful	.....
pitchfork	.....
manner	.....

consider	.....
forsooth	.....
governor	.....
upwards	.....
sparrow	.....
positive	.....
bottle	.....
personal	.....

There are three proverbs suggested under each fable. Underline the one you think best fits the story.

### 1. THE DONKEY AND THE POODLE

Once a donkey and a poodle belonged to the same master. The donkey lived in the stable. He had plenty of grain and hay and was as well off as any donkey could wish to be. The poodle lived in the house and was always playing tricks and getting tidbits and lying in his master's lap.

Now the donkey had to work to earn his keep. He had to carry wood and go on errands most of the day. He thought it was not fair that the poodle should be idle about the house and lie in his master's lap.

So one day he broke loose and ran into the house. He kicked and pranced about, stood on his hind legs and upset the furniture. At first his master laughed and laughed to see a donkey trying to do the tricks of a little dog. At last the donkey tried to climb into his master's lap. Then the man called for help. His servants ran in with sticks and drove the donkey back to the stable.

Look before you leap.

A place for everything and everything in its place.

Be yourself.

### 2. IT MAKES A DIFFERENCE

A group of boys were playing at the edge of a pond. In the water they saw a lot of little frogs and at once began to throw stones at them.

Some they had killed, and many they had driven away, before one of the poor frogs lifted his head above the water and cried out, "Oh, boys, think a minute! It is for fun you, but it is death for us."

Do unto others as you would that others should do unto you.

Those who live in glass houses should not throw stones.

Everything comes to him who waits.

### 3. THE GOLDEN EGGS

There was once a man who had a wonderful goose. She laid a golden egg every day.

At first the man was well satisfied, but after a time he wished he could have two golden eggs a day or even more. At last he grew so greedy that he thought he would like to have all the golden eggs at once. So he killed the goose and cut her open to take out the golden eggs, but he found that inside she was just like any other goose.

To-day when people speak about someone who does a foolish thing because he is greedy, they say, "He killed the goose that laid the golden egg."

Be content with your lot.

Much wants more and loses all.

Little friends may prove great friends.

There are three proverbs suggested under each fable. Draw a line under the proverb that you think best fits the story.

#### 4. THE NARROW-NECKED JAR

There was once a boy who liked nuts. One day he found some in a narrow-necked jar. He put his hand into the jar and took a great handful of nuts. He had so many that he could not draw his hand back through the narrow neck of the jar.

An old man standing by said, "If you take half as many, you will get them out twice as fast."

One good turn deserves another.

A friend in need is a friend indeed.

Little by little does the trick.

#### 5. THE ANT AND THE DOVE

A thirsty ant, stooping over a spring to drink, fell in. A dove sitting on a branch nearby saw the poor little insect about to drown. She broke off a leaf with her bill and let it drop into the water. The ant climbed upon the leaf and soon floated safely ashore. The dove had saved her life.

Some time after, a woodsman saw the dove and crept up behind her with his net. But the grateful ant saw what he meant to do and bit him sharply in the heel. As the man jumped, he made the leaves rustle. The dove looked down and saw him and flew away. The ant had saved her life.

The gods help those who help themselves.

Little friends may prove great friends.

A bird in the hand is worth two in a bush.

#### 6. THE LION AND THE MOUSE

Once when a lion was asleep, a little mouse ran up to him. The lion awoke and placed his huge paw upon the mouse and was about to eat him.

"Forgive me this time, O King," begged the mouse," and I shall never forget it. Some day I may be able to do you a good turn."

The lion was so amused at the idea of the mouse helping him that he lifted his paw and set him free.

Some time after this, the lion was caught in a trap made of ropes and could not free himself.

The little mouse happened to pass by and, seeing the sad state the lion was in, went up to him and soon gnawed away the ropes.

"Was I not right?" asked the little mouse. "Little friends may prove great friends."

There is always someone worse off than yourself.

One good turn deserves another.

The Lord helps those who help themselves.

## WORDS THAT SOUND ALIKE

The words in the pairs below sound alike but are different in meaning. In the blank space in each sentence write the word which best fits the meaning of the sentence.

1. fur fir

In many Canadian homes the floors are made from British Columbia .....

The ..... of the rabbit changes from brown to white when the snow comes.

2. bear bare

The Indian boy sat on a ..... robe by the fire to carve his canoe.

A ..... sleeps in a den all winter.

The sun melted the huge drifts and many ..... rocks appeared.

When Jamie pulled up his line, his hook was .....

3. lead led

A ladder ..... up to the loft of the fish house where Jamie was hunting for a ..... sinker.

A strip of ..... on the bottom of the canoe made it heavy and kept it low in the water.

4. bow bough

Every ..... of the evergreen trees wore a hood and coat of snow.

Deborah was huddled up in the ..... of the boat feeling seasick.

5. write right

Children in Canada might ..... letters to children in Holland or Iceland.

The farmer was ..... when he said there was gold in the orchard.

6. reeds reads

The boat drifted toward the bank till it rested near the .....

Father ..... the newspaper in the evenings while mother knits.

7. piece peace

A dog was carrying a ..... of meat in his mouth to devour in .....

The boy fitted his puzzle together ..... by .....

8. wood would

The Indian boy ..... sit by the fire carving a canoe from a piece of .....

The buoys were made of ..... painted white, and the fishermen ..... tie the boats to them to keep from drifting.

Put the right word in the blank space in each sentence below. Then read each sentence to make sure you have chosen the correct word.

1.

fortune

fortunate

Peter Johnson was very ..... to have a good home, a good wife, and a good pair of boots.

The three sons expected to find a ..... by digging in the olive orchard.

2.

wise

wisdom

Peter Johnson thought that it was a ..... plan to trade his boots.

His wife showed more ..... than Peter, for she discovered Peter's mistake.

3.

contented

contentment

Although Peter had a good home and a good wife he was not .....

He thought that he could buy ..... with ten dollars.

4.

patience

patiently

A stone carver must have a great deal of .....

A man, watching the carver at work, asked why he worked so .....

5.

amazed

amazement

The farmer was ..... to see a bear spring suddenly from the trees.

When the farmer scolded his brave servant the poor man cried out in .....

6.

neighbours

neighbourhood

"I told the stories as secrets to my ....., " said the gossip.

The foolish woman spent all her time carrying tales about the .....

7.

gossip

gossiping

To punish the woman for ..... the judge commanded her to gather up the bag of feathers.

The judge said sternly, "Your ..... spreads much like the feathers."

8.

suggested

suggestion

The young mouse ..... that a bell be tied around the cat's neck.

In answer to this ..... the old mouse asked who would bell the cat.

9.

please

displease

"How did you ..... the cook?" Growler asked the cat.

"You may say what you ....., " said Growler. "I only wonder the cook did not hang you."

## PROVERBS AND FABLES

The animals you read about in the *Six Fables* do things that help you to understand the proverbs below. In the space beside each proverb write the name that suits it best.

hare ant dog mouse frog tortoise grasshopper

1. Be prepared. \_\_\_\_\_
2. Slow and steady wins the race. \_\_\_\_\_
3. Age brings wisdom. \_\_\_\_\_
4. A bird in the hand is worth two in a bush. \_\_\_\_\_
5. More hurry less speed. \_\_\_\_\_
6. Pride goes before a fall. \_\_\_\_\_
7. Waste means want. \_\_\_\_\_

In the space in the verse, write the name that suits it best.

On the line above each verse write the name of the fable that it describes.

1. _____	2. _____
Although the ..... can hop, He did not win the race. I had my house on top But moved with steady pace.	"I don't care at all," The ..... said, In winter or fall, I'll always be fed."
3. _____	4. _____
To make a plan like that, Young mouse you have a head. "But who will bell the cat?" The old ..... wisely said.	"I must save up for a rainy day, So have no time to chat and play," Replied the ..... and went his way.

A milkmaid was going to market carrying a pail of milk on her head. As she went along she began planning what she could do with the money she would get for the milk.

"I'll buy some eggs from Farmer Brown," she said, "and I shall put them under hens until the chicks hatch. Then I shall sell the chicks and with the money I get, I'll buy myself a new silk dress and a hat with a feather on it. All the other girls will be jealous when I go to the market, but I do not care. I shall just look at them and toss my head like this."

As she spoke she tossed her head. Alas and alack! The pail fell off. All the milk spilled on the ground and the milkmaid's dreams vanished in a moment.

Which proverb best suits the story above? Pride goes before a fall.  
Don't count your chickens before they are hatched.  
Don't cry over spilled milk.

## FINDING THE RIGHT WORD

1. The governor knew that the oil from Fah-ling's coins would come to the surface of the water. In this way he could test the people to find the thief.

Which word tells you that it was the top of the water to which the oil would come? .....

Which word tells you the governor could try out the people?

.....

2. The governor's servants arrested the thief, and the governor then presented all the money in the jar to the happy Fah-ling.

Which words tell you the servants caught the thief? .....

Which word tells you that the governor gave the money to Fah-ling?

.....

3. When the people became very much alarmed they fell on their knees and begged the governor to let them go.

Which word tells you the people were afraid? .....

Which word tells you the people asked earnestly to be set free?

.....

4. Dogs devour their meat. The dog crossed a plank that lay over a brook.

Which word tells you that dogs eat quickly and greedily?

.....

Which word tells you that it was a board which the dog crossed?

.....

5. Just as he was falling off to sleep the frog heard a rustling noise. There right in front of him loomed the dark figure of the butcher-bird.

Which word tells you the noise was like leaves moving in the wind?

.....

Which word tells you the figure appeared large and fearful?

.....

6. When the race began, the hare darted off out of sight. The tortoise plodded on and on.

Which word tells you the hare moved suddenly and swiftly?

.....

Which word tells you the tortoise moved slowly and steadily?

.....

7. The hare boasted of his speed to the other animals. He challenged anyone of them to race him.

Which word tells you the hare bragged? .....

Which word tells you the hare dared the animals to race with him?

.....

8. The hungry frog observed a butterfly on a blade of grass nearby. So slowly did he stretch his neck to get it that the butterfly escaped.

Which word tells you the frog saw the butterfly? .....

Which word tells you the butterfly got away? .....

9. When he ordered the servants to carry the stone into the court-yard the governor knew that the people would be curious and would follow.

Which word tells you that the governor commanded the servants to carry the stone? \_\_\_\_\_

Which word tells you that the people wanted to know what was going on? \_\_\_\_\_

10. The governor was riding in a magnificent sedan-chair. He ordered the bearers to set his chair down, and to beat the rock soundly.

Which word tells you the sedan-chair looked rich and beautiful? \_\_\_\_\_

Which word tells you the servants were to beat the rock thoroughly? \_\_\_\_\_

## The Rabbit and the Clover

Long ago in the month of April there was such a heavy rain that much of the land was covered with water. There were just small bits of rock and land showing here and there above the water. Many animals had been drowned, and there was very little food for those that were left.

A hungry little rabbit was looking for food. He had cut his foot jumping from rock to rock and could go very little farther. He stood on a bit of rock looking at a small patch of clover a few yards away. There was water all around it and no place to stand while he ate it. He was so hungry for the clover that he decided to jump on one of the stalks and trust that it would hold him up out of the water while he ate the leaves.

He jumped, and the stalk was just strong enough to hold him up. He ate the green leaves thankfully, and as he jumped back he said, "I hope that the Great Spirit will give the clover plant what it wants most."

Clover plants had never had any blossoms before this though they had always wanted them. So now the Great Spirit who heard the rabbit's wish gave blossoms to the clover, and the flowers were shaped like a rabbit's foot. Because the hungry little rabbit's foot was cut and bleeding, the flowers had pink mixed with the white.

Number the sentences below in the right order.

- The rabbit jumped on the clover stalk.
- A heavy rain had covered most of the land with water.
- The Great Spirit answered the rabbit's prayer to give the clover blossoms.
- A little rabbit that was very hungry saw some clover with water all around it.
- The clover stalk was strong enough to hold the rabbit up out of the water.
- Ever since that time the clover has had pink and white flowers shaped like a rabbit's foot.
- The rabbit ate the clover and was thankful.
- The rabbit prayed the Great Spirit to give the clover blossoms.

Each sentence below contains underlined words. Two meanings are given for these words, below the sentence. Draw a line under the one you think is right.

1. "Why do you take such pains with your carving?"

suffer greatly  
do your very best

2. "Hasn't she beaten me and called me a thief and threatened to be the death of me?"

to kill me  
to die for me

3. A certain woman spent her days carrying tales about the neighbourhood.

taking story books  
gossiping

4. Everything she breaks she lays to me.

blames me for  
throws at me

5. The mouse had a plan that would meet the case.

settle the matter  
put the cat in a box

6. This suggestion met with the approval of all those present.

was liked by  
was not liked by

7. A dog was carrying a piece of meat in his mouth to devour in peace.

to eat bit by bit  
to eat greedily by himself

8. A shepherd boy was wont to scream "Wolf, wolf!"

used to scream  
wasn't allowed to scream

9. The governor ordered his servants to beat the rock soundly.

until it made a noise  
very thoroughly

10. Pink spotted trout were ready to dart on them at a moment's notice.

every few minutes  
without warning

11. "Much too early to exert oneself," said the frog.

do any work  
go to bed

12. Personal remarks are never in good taste.

good manners  
good to eat

Write the words below to show the number of syllables in each. Put an accent mark after the accented syllables.

orchard.....

remarks.....

prison.....

providence.....

prayer.....

goggle.....

meddlesome.....

thistle.....

chirping.....

proceeding.....

advise.....

affairs.....

stolen.....

bitterly.....

rustling.....

nestled.....

## MAKING NEW WORDS

ful	ing	able	ment	ly	en
-----	-----	------	------	----	----

Add one of the five endings above to each word below. Write the new word on the line beside each given word.

cheerful.....  
 comfort.....  
 content.....  
 care.....  
 scarce.....  
 pay.....  
 gossip.....  
 thought.....  
 beat.....  
 solemn.....  
 croak.....  
 positive.....

delight.....  
 punish.....  
 proceed.....  
 scornful.....  
 amaze.....  
 patient.....  
 repeat.....  
 threat.....  
 bitter.....  
 immediate.....  
 consider.....  
 present.....

Sometimes a new word is made by placing a syllable at the beginning of the word.

re	un	im	de	a	dis
----	----	----	----	---	-----

Place one of the syllables before each word in the list below. Write the new word on the line beside each given word.

turn.....  
 possible.....  
 while.....  
 appointed.....  
 true.....  
 call.....  
 mind.....

pleased.....  
 woke.....  
 punished.....  
 part.....  
 gain.....  
 kind.....  
 marks.....

## HOW IS IT DONE?

The words below tell things that are done with the hands, the feet, the eyes, or the voice.

gossip	carve	scold	dig	stare	plod	race
chirp	chatter	dance	strike	weep	scream	wink
hop	pounce	stamp	sweep	peer	hum	mutter
shriek	romp	neigh	caper	perch	write	twitter
groan	pat	pluck	ski	scamper	trip	row
gasp	glance	prance	mend	spring	glare	peek

Put each word in the right place.

HANDS	FEET	EYES	VOICE

## FACT AND FANCY

Some stories tell about things that really could happen, and others tell about things that are make-believe; that is, they could not really happen. Some of the stories you have been reading could be "True" and others could be "Make-Believe". Beside each title below write T if the story is true or MB if it is make-believe.

Peter Johnson's Boots .....

The Gold in the Orchard .....

The Dark Corner .....

The Hare and the Tortoise .....

A Farmer who was saved from a Bear .....

The Dog and the Shadow .....

Two Sides to a Story .....

Putting a Bell on the Cat .....

The Frog and the Ox .....

The Bag of Feathers .....

A Wise Governor .....

The Ant and the Grasshopper .....

The Lazy Frog .....

The Shepherd Boy and the Wolf .....

# The Shepherd Boy and the Giant

Long ago in the land of the Bible two great armies were camped close to one another. The men in one army were mostly farmers and shepherds who were not fond of war. Very few of them had swords and spears.

In the other army there was a huge giant named Goliath. He was nine feet high, and carried a spear twice as long and as heavy as any other man could hold. Each day Goliath came and called across to his enemies.

"Choose one of your men and let him come out and fight with me. If I kill him, then your whole army will give in to us. If he kills me, then we will give in to you. Come now, send out your man!" Each day the giant continued to call out his challenge. But no man in the army, not even the King, dared to go out and fight with the giant.

One day, a shepherd boy named David came to the army camp to visit his three brothers who were soldiers of the King. While David was there he heard the giant calling for someone to fight with him. And David said, "Who is this man who speaks in this proud manner against our people? Why does not someone go out and kill him?" When David saw the terror of the men in his own army he said, "If no one else will go, I will go out and fight with this enemy of my people."

David's plan was very bold. It needed a quick eye, a clear head, a sure aim, and a bold heart. All these David had, for God had given them to him. David took his shepherd's staff in his hand, as though it were to be his weapon. But out of sight, in a bag under his cloak, he had five smooth stones carefully chosen, and a sling.

The giant looked down on the youth and laughed at him. But David ran toward the giant as if to fight him with his shepherd's staff. When he was just near enough for a good aim he took out his sling, and hurled a stone aimed at the giant's forehead. The stone stunned the giant, and he fell to the ground.

While the two armies stood watching, David ran forward, seized the giant's sword, and cut off his head.

1. Why would no one go out to fight the giant? .....

.....

2. Why did David hide his sling? .....

.....

3. Why did Goliath laugh when he saw David coming? .....

.....

4. Why was David wise to use his sling as a weapon? .....

.....

5. Why was it foolish of Goliath to boast? .....

.....

# Pooh Builds a House

1.

proper

properly

Pooh offered to show Piglet the ..... way to sing the song.

They practised the song so that they could sing it ..... together.

2.

gloomy

gloomily

"When I left this morning my house was there," said Eeyore in his most ..... voice.

"It is still snowing and I have no house," said Eeyore .....

3.

brightly

brightening

Although it was a cold winter day the sun shone .....

"Well," said Eeyore, ..... up a little, "now I have a house."

4.

natural

naturally

They thought it was ..... that a person should want a house.

The animals were ..... fond of walking in the woods.

5.

stuff

stuffy

What shall we use to ..... the cracks between the sticks?

"An open field is not exactly ..... on a cold, windy day," said Eeyore.

6.

waterproof

watery

Christopher wore his ..... coat to keep out the rain.

When the snow melted, the track became .....

7.

remarked

remarkable

"The more it snows, the more it keeps on snowing," he .....

It is a ..... thing that my house has disappeared.

8.

nervously

nervous

The thought of being out in the cold all the time made Eeyore feel .....

"Oh," said Piglet ....., "I was just humming to myself."

9.

gentle

gently

Pooh knocked ..... on the door so that he would not wake Piglet.

A ..... wind sent the snow fluttering down on Pooh's face.

10.

muffled

muffler

Piglet was wearing a white ..... around his neck.

The heavy snow ..... the sound of his footsteps.

11.

anxious

anxiously

Pooh was ..... to have Piglet learn the song properly.

"Are you sure it is an outdoor song?" asked Piglet .....

12.

solemnly

solemn

The song about the snow was not a ..... song.

"I wish you would try to sing properly," said Pooh .....

## The King, the Abbot, and the Shepherd

The paragraphs below are taken from the play "King John and the Abbot". Read the paragraphs and on the line at the beginning of each write the name of the person who says it. Then, number the paragraphs to show their order in the story.

..... It is not always safe to judge by outward show. Believe me, Your Majesty, there is no more loyal subject of the king in all England than my brother.

..... Lend me your clothes and ten of your serving men and eleven of your best horses to carry us, and I promise you that I will ride to London and free you from the king's displeasure.

..... Well spoken, by my sword! Methinks no abbot can teach a better lesson than you. You shall be abbot instead of your brother.

..... Although we are but half-brothers, we are so much alike that, were I clad in your robes and you in my smock, it would be hard to tell the abbot from the shepherd.

..... You shall have twelve days to prepare your answers. Go now, and return at the end of that time, either to give the right answers or to lose your fortune and your life.

..... My King, if you will rise with the sun to-morrow and ride with him till he rises the following day, you will have ridden around the earth in just twenty-four hours.

..... The king has given me three questions to answer. First, I must tell him what is sharper than the sharpest thorn. Secondly, I must tell him how soon he can ride around the earth. Thirdly, I must tell him what he thinks.

..... Brother, have you never heard that a fool may sometimes teach a wise man wisdom? Tell me, therefore, your trouble, and I promise that if I do you no good, I shall do you no harm.

## SYLLABLES AND ACCENTS

On the line beside each word write the word to show the number of syllables in it. Then mark the accent after the strongest syllable. The first two are done for you.

tortoise	<i>tor' toise</i>
suggestion	<i>sug ges' tion</i>
awkward	
examine	
suggest	
payment	
devour	
gossip	
beneath	
approval	
liar	
imitate	
neighbour	
temper	
exert	

consider	
amaze	
challenge	
divided	
bamboo	
shepherd	
olive	
quality	
scornfully	
plodded	
attack	
observed	
depart	
arrest	
conceal	

Each sentence below contains underlined words. Two meanings are given for these words below the sentence. Draw a line under the one you think is right.

1. I will ride to London and free you from the king's displeasure.  
make the king angry  
get you out of trouble with the king
2. There is no more loyal subject of the king in all England than my brother.  
brave soldier of the king  
true and faithful follower of the king
3. If I chance to bring things wrong my mother gets in such a pet.  
becomes very cross  
brings the dog into the house
4. But horses came to the heath one day, mettlesome steeds in brave array.  
horses made of iron  
lively horses
5. It is not always safe to judge by outward show.  
a moving picture shown outdoors  
the way things appear to be

## WHAT HAPPENS NEXT?

The story, "Lester, the Pig", tells that Lester ran away to a big city and had many adventures. Each paragraph tells something that happened to him. Number the paragraphs in the correct order from 1 to 8. Put the number in the box beside each paragraph.

The first paragraph is number 1. The last paragraph on the page is number 8.

Lester, the pig, lived with his mother on a farm. He was very happy there until he heard about another little pig who had won first prize at the fair in the city. Then Lester wanted to go to the fair too. But his mother would not let him go.

When the truck reached the city, Lester slipped out and began hunting for the fair-grounds. He searched all day, got very tired and hungry, and quite lost. That night he had to sleep in a muddy lane. He was very cold and miserable, and when he woke up in the morning he was very dirty.

However, Lester couldn't be happy till he went to the fair. Early one morning he ran away from home and started off down the road. As he looked back he could see his mother standing at the gate, weeping. But on he went, and he did not look back again.

Just as he was wondering what would become of him now, he saw the farmer's truck standing nearby. It looked like home to him. Thankfully, he climbed in and went to sleep.

A short distance down the road Lester saw a farmer's truck parked at a gas station. He climbed into the back of the truck when the farmer wasn't looking. The truck was full of vegetables, and on the way to the city Lester ate cabbages and corn and enjoyed the ride.

But alas, he had forgotten how dirty and miserable he looked. All the people laughed and made fun of him. He felt very sad and lonesome. Then he ran away from the judge's stand as fast as he could.

A milkman told Lester how to reach the fair-grounds. Finally he arrived there and found out where the pigs were being judged. When he reached the judge's stand he thought, "Now I shall get a prize, too."

When he woke up, the truck was in his own farmyard. Lester jumped out and ran to his mother. She was so glad to see him safely back home again that she forgot to scold him. Lester never ran away again, but stayed at home on the farm and lived happily ever afterwards.

Now read the paragraphs in the correct order. They should make a good story.

To follow pages 191-193.

Recognizing the sequence of events.

The teacher should be sure that the pupils understand the directions.

## WORDS THAT ARE ALIKE

Look carefully at each pair of words. Then read the two sentences below the words. Write the correct word on the line in each sentence.

1. quest question

The boy's search for a new home was called a \_\_\_\_\_.

His mother did not \_\_\_\_\_ him about where he was going.

2. dwell dwelt

The boy \_\_\_\_\_ with his mother in a home by the sea.

"Where shall we \_\_\_\_\_ now," she asked, when the boy returned.

3. pleasure pleasant

A cosy home by the sea is a \_\_\_\_\_ place to be.

It is a \_\_\_\_\_ to visit in a happy home.

4. raft rafters

At camp the boys built a large \_\_\_\_\_ from logs.

The \_\_\_\_\_ in the barn were made of pine.

5. guide guidance

The fishermen took a \_\_\_\_\_ to show them the way to the lake.

Under his father's \_\_\_\_\_ John learned to sail the boat.

6. stray astray

One day a \_\_\_\_\_ dog found his way into camp.

The shepherd found that many sheep had gone \_\_\_\_\_ after the storm.

7. restful restless

The children became \_\_\_\_\_ when they could not go outside.

A shady garden is a \_\_\_\_\_ place on a warm day.

8. sought seek

The game in which one child looks for several others is called hide and \_\_\_\_\_.

The boy \_\_\_\_\_ far and wide for a fine home for his mother.

9. wonders wonderful

Niagara Falls is one of the great \_\_\_\_\_ of the world.

On their trip the children saw many \_\_\_\_\_ sights.

10. prayed prayers

Each night the children \_\_\_\_\_ for their father who was at sea.

In their \_\_\_\_\_ they asked God to keep his ship from harm.

## CHOOSING THE BETTER WORD

Choose the correct word and write it in the blank space.

1.

wonderful

wondered

Bob ..... why people called him "Bobbie" or "Robbie," instead of "Bob."

Everything that Jack Mallison did seemed ..... to Bob Trelford.

2.

swimming

swimmer

Bob knew that Jack was a good .....

He liked to go to the ..... pool to watch Jack swim.

3.

play

played

Bob cheered when his friend made a clever ..... on the ice.

The boys ..... hockey on a rink which they cleared on the river.

4.

content

contentment

Bob was more than ..... with a word of thanks from Jack.

Knowing that Jack was his friend gave Bob a feeling of .....

5.

thankful

thanks

Bob did not expect the boys to reward him with .....

He was ..... to know that his friend was safe.

6.

delights

delightful

One of the ..... of Bob's life was to go to the big rink with his father.

The boys had a ..... game of hockey in the open air.

7.

cracking

crackling

At the centre of the stream there was danger of the ice .....

The boys heard a ..... sound when Jack fell on the ice.

8.

weighed

weight

The ice began to bend with the ..... of the big boys.

Bob was able to go out to Jack because he ..... less than the older boys.

9.

helpful

helpless

The icy water made Jack ..... to save himself.

Bob's light weight made him ..... in the rescue of his friend.

10.

scarce

scarcely

As Dick wriggled slowly toward Jack the boys watched, ..... breathing.

In Canada good hockey players are not .....

11.

muffler

muffled

Bob wore a ..... when he went to skate on the open-air rink.

"I'm glad now that I am small for my age," said Bob, in a ..... voice.

12.

anxious

anxiously

Bob called ..... to Jack to catch hold of the plank.

The boys were ..... when Jack fell through the ice.

Draw a line under the words that give the correct reason.

1. Bob Trelford followed Jack Mallison like a shadow because

both boys played on the same team.  
Bob loved and admired Jack.  
the boys were the same age.

2. Bob liked to go with his father to the hockey games at the rink because

he liked to go out at night.  
he liked the big hockey rink.  
Jack Mallison was one of the players.

3. There were red flags on the river ice to mark dangerous places.

show a road across the river.  
show the edge of the rink.

4. Jack Mallison fell through the ice during a hockey game because

he skated too close to the shore.  
he fell on the rink.  
he skated on thin ice.

5. The boys carried planks down to the river to

cover a hole in the ice.  
build a wall around the rink.  
help rescue Jack Mallison.

6. Bob was able to shove the plank out to Jack Mallison because he was

a faster runner than the other boys.  
lighter in weight than the others.  
a better skater than Dick.

7. Jack told Bob to lie down on the ice because Jack was afraid

Bob might fall.  
the ice would crack.  
Bob was too tired to skate.

8. The boys did not think to praise Bob for his courage in rescuing Jack because they were busy playing hockey.

they did not like Bob.  
they were watching Jack.

9. The firemen pushed ladders out on the ice to

cover up the hole Jack made.  
let Bob get out to save Jack.  
rescue Jack.

10. Bob kicked off his skates and ran home because

he was tired skating.  
he was angry with Jack.  
he was left alone on the rink.

Why did Robert Trelford like Jack Mallison? Draw a line through the answer that you think is *wrong*.

1. Jack was a good hockey player.
2. Jack went to High School.
3. Jack called Robert "Bob."
4. Jack treated Robert the same as he treated the bigger boys.

Why did Robert Trelford not play on the hockey team? Place X in front of the answer you think is *wrong*.

1. He wasn't big enough.
2. He wasn't heavy enough.
3. He couldn't skate.
4. He was too young.

Why was the ice not strong enough to hold Jack's weight? Draw a line under the answer you think is *correct*.

1. The weather wasn't cold enough to freeze.
2. There was a swift current running under the ice.
3. There were too many players on the team.
4. Jack skated too fast.

A red flag was placed on the ice to mark a spot where the ice was not safe. Why did Jack Mallison skate near a red flag? Draw a line through all the answers that are *wrong*.

1. He was so excited he didn't notice the red flag.
2. He didn't know what the flag meant.
3. He thought he was too smart to fall through the ice.
4. He knew someone would rescue him if he fell in.

What signs are used to warn people of the dangerous things in the list below?



Draw the sign used as a warning.

Moving traffic

The end of the road

Poison

A railroad crossing

Something that might catch fire easily

Use after page 207.

To give practice in following directions.

To give practice in selecting reasons.

## USING WORDS WITH MORE THAN ONE MEANING

The words in the list have more than one meaning. Fill in each space in the sentences below with the right word from the list.

heart

stern

waves

hold

fast

gained

jam

mean

board

1. The sailors had lost ..... and were tired out.
2. Leaks had sprung and the water ..... on us rapidly.
3. The ..... of the ship was raised above the waves.
4. Each wave would ..... the ship more tightly between the rocks.
5. The ..... is the part of the body which pumps the blood.
6. To-morrow if wind and ..... go down we shall get ashore.
7. I sold my ball for ten cents more than I gave for it so I ..... ten cents.
8. You sometimes speak harshly though you may not ..... to.
9. The father spoke to the boys in a ..... voice.
10. Children love strawberry ..... on toast.
11. The flag ..... in the breeze.
12. The old miser was stingy and .....
13. We found the barrels down in the ..... of the ship.
14. I now made ..... a long rope to the stern of the boat.
15. The boys now knew that we were alone on ..... the ship.
16. The raft was so heavy it could not make a ..... trip.
17. I found a long thin ..... on which my tubs could be fixed.
18. The raft was not big enough to ..... everything they wanted to take ashore.

## MARKING LONG AND SHORT VOWELS

Short—*a* as in *hăt*      *u* as in *üp*      *e* as in *lĕt*      *o* as in *hōt*      *i* as in *pĭn*  
Long—*a* as in *cāme*      *u* as in *cūte*      *e* as in *mē*      *o* as in *gō*      *i* as in *fine*

Notice how long vowels and short vowels are marked in the words above. Decide whether the vowels in the words below are long or short. Mark them correctly. If you find any silent vowels draw a line through them.

milk

top

rope

day

lost

sat

spell

pipe

toss

sprung

run

fill

cask

hope

save

# Shipwrecked

After each sentence, write something from the book to show that the sentence is true. The page number will tell you where to look. The first answer is written for you.

p. 215 1. The storm became worse as it went on. *The raging storm grew in fury.*

p. 215 2. After six days, they all gave up hope. \_\_\_\_\_

p. 215 3. The ship had lost its way. \_\_\_\_\_

p. 215 4. The sailors prayed for help. \_\_\_\_\_

p. 215 5. The four boys were frightened. \_\_\_\_\_

p. 216 6. Water rushed into the ship. \_\_\_\_\_

p. 217 7. The storm made such a noise that Father's voice could not be heard. \_\_\_\_\_

p. 218 8. After looking around the ship they found something to make swimming belts. \_\_\_\_\_

p. 219 9. Ernest had an idea for getting ashore. \_\_\_\_\_

p. 220 10. Jack had a surprise when he opened the door of the captain's cabin. \_\_\_\_\_

p. 221 11. They soon found something to make into eight tubs. \_\_\_\_\_

p. 221 12. The father had a hard time making the barrels into tubs. \_\_\_\_\_

p. 222 13. The mother was afraid to get into the tubs. \_\_\_\_\_

p. 223 14. As they were about to start for the shore they heard a sound which made them stop. \_\_\_\_\_

p. 224 15. The father stood at the back of the raft in order to steer it. \_\_\_\_\_

Use after page 224.

Finding supporting statements in the text.

Skimming.

## MARKING LONG AND SHORT VOWELS

Short—*a* as in *hăt*

Long—*a* as in *căme*

*e* as in *lĕt*

*e* as in *mĕ*

*o* as in *hōt*

*o* as in *gō*

*i* as in *pĭn*

*i* as in *fiñe*

Notice how long vowels and short vowels are marked in the words above. Decide whether the vowels in the words below are long or short. Mark them correctly. If you find any silent vowels draw a line through them.

did	fed	bit	race	coast
nod	say	sock	rice	case
lame	high	pay	rose	crow
lamb	bat	soak	pan	creep

## WORDS WITH MORE THAN ONE MEANING

The words at the left have more than one meaning. Fill in the blank in each sentence with the word. Then write another sentence below it using the other meaning for the word. The first two are done for you.

*coast* { 1. I could see through the mist a line of rocky *coast*.  
2. I like to *coast* down a hill.

*bound* { 1. He felt his heart ..... with hope as he looked.  
2. \_\_\_\_\_

*sound* { 1. We found four barrels made of ..... wood.  
2. \_\_\_\_\_

*case* { 1. Looking round I saw that our ..... was not hopeless.  
2. \_\_\_\_\_

*watch* { 1. Does your ..... tell the correct time?  
2. \_\_\_\_\_

*hard* { 1. I'm afraid it would be quite ..... to build a raft.  
2. \_\_\_\_\_

*saw* { 1. I had to ..... the barrels across the middle to make them into tubs.  
2. \_\_\_\_\_

*crow* { 1. Just as we were starting we heard the cocks .....  
2. \_\_\_\_\_

*suit* { 1. We found four barrels which would ..... our purpose.  
2. \_\_\_\_\_

Two meanings are given for each word on the left. Find the two meanings on the right side of the page and write them on the lines under each word.

*Words*

dull  
1. \_\_\_\_\_  
2. \_\_\_\_\_

bat  
1. \_\_\_\_\_  
2. \_\_\_\_\_

blind  
1. \_\_\_\_\_  
2. \_\_\_\_\_

cosy  
1. \_\_\_\_\_  
2. \_\_\_\_\_

bore  
1. \_\_\_\_\_  
2. \_\_\_\_\_

navy  
1. \_\_\_\_\_  
2. \_\_\_\_\_

tramp  
1. \_\_\_\_\_  
2. \_\_\_\_\_

soil  
1. \_\_\_\_\_  
2. \_\_\_\_\_

utter  
1. \_\_\_\_\_  
2. \_\_\_\_\_

wave  
1. \_\_\_\_\_  
2. \_\_\_\_\_

*Meanings*

dark blue  
earth  
fleet of ships  
tiresome person  
stick used for hitting a ball  
homeless person  
walk heavily  
dark  
entire  
not sharp  
teapot cover  
make dirty  
a moving mass of water  
animal with wings  
to say  
make a hole  
window covering  
move a flag back and forth  
not able to see  
comfortable

# War Comes to Holland

The story, *War Comes to Holland*, is divided into four parts:

1. A Peaceful Land
2. War
3. Planes from England
4. Help Comes

Read the sentences below. Decide in which part each sentence belongs and put the right number in front of it.

..... Every night the Dutch people heard the engines of the British planes coming to bomb the enemy.

..... Holland before the war was a peaceful and beautiful country to live in.

..... In 1944 the Dutch people heard with joy that British, Canadian, and American soldiers had come.

..... One night in May the Hollanders were rudely surprised by the attack of the enemy.

..... Before the war, herds of cattle fed on the rich grass, and the people worked hard to make the most of every bit of land.

..... Sometimes the planes of the British airmen were hit, and the men had to parachute to earth.

..... The Germans stole all the food from the farms and villages when they knew they were beaten.

..... German planes came over and bombed Holland's beautiful cities.

..... The Dutch people had the neatest, cleanest houses and farms in the world.

..... The people of Holland were kind to the British and Canadian airmen who landed in their country.

..... The Germans took thousands of Holland's young men away from their own country.

..... The Germans opened the dykes and let the salt water flood the beautiful farms and villages.

..... The Dutch found out all they could about what the Germans were doing so that they could tell the British.

..... The Dutch minded their own business and had done nothing to hurt the Germans.

..... The Canadians were delayed by the flooding of the land, but it did not stop them.

..... If the Germans caught the Dutch helping the British airmen, the Dutch were shot without mercy.

Look up the following words in the Glossary at the end of your Reader. Draw a line through the meaning that is not correct.

<b>advance</b>	give away move forward
<b>armour</b>	covering worn by soldiers to protect the body while fighting a place for storing guns
<b>astride</b>	with one leg on each side run with great speed
<b>attend</b>	go away be present at
<b>boar</b>	to make a hole a wild hog
<b>abandon</b>	give up, leave behind keep away from
<b>cease</b>	stop catch
<b>chore</b>	odd job, task bank of a river or lake
<b>courage</b>	meeting danger bravely trying to win
<b>accompany</b>	make known go along with
<b>arrival</b>	coming be present at
<b>directly</b>	in a straight line do as you are told
<b>fleet</b>	ships sailing together strike lightly

<b>sleet</b>	frozen rain ships sailing together
<b>dismay</b>	feeling of fear or dislike to frighten someone
<b>frequent</b>	having a pleasant smell happening close together
<b>heifer</b>	a young cow to this place
<b>murmured</b>	said in a soft, low voice killed
<b>persuade</b>	cause a person to believe or do something allow a person to do something
<b>seize</b>	to stop doing something take hold of suddenly
<b>urged</b>	asked earnestly spoke or announced
<b>assist</b>	surprise greatly help
<b>prefer</b>	be present at like better
<b>announce</b>	tell, make known take something offered
<b>bacon</b>	the making of pies, cakes, and bread salted and smoked meat from the back and sides of a hog



Place this mark  over all short vowels in these words.  
Place this mark  over all long vowels.  
Draw a line through all silent vowels.

## The Silent Watcher

*Page 235* 1. "While Yan was learning how to see the woodfolk, he discovered an important fact."

What was the important fact that Yan discovered?

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2. "The great difficulty in watching is how to pass the time. Yan's plan was to sit and make drawings. Reading would have done had books been at hand, but not so well as drawing."

Why would reading not do as well as drawing?

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3. "As he sat one day in stillness, a small fish leaped from the water and caught a fly."

What happened after that?

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*Page 237* 4. The old grey cat and the mink met twice. The first time, the mink ran away from the cat. The second time, the cat ran away from the mink.

Why was the mink afraid of the cat the first time?

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Why was the mink not afraid of the cat the second time?

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Read the sentences below. Then write on the lines the words that answer the questions.

1. The mink sprang on the struggling pair, changing the picture in a twinkling.

Which word tells you the mink made a sudden jump? .....

Which word tells you the animals were fighting? .....

2. As he stood shaking the down from his nose another animal came gliding through the bushes.

Which word tells you that it was feathers he shook from his nose? .....

Which word tells you the animal was moving smoothly? .....

3. The mink wrinkled up his nose and snarled in a furious manner.

Which word tells you the mink gave a sharp growl? .....

Which word tells you the mink seemed wild and angry? .....

4. The cat's eyes blazed and the end of her tail twitched.

Which word tells you her eyes seemed like fire? .....

Which word tells you her tail moved with quick jerks? .....

5. A muskrat crawled out on the shore and waddled for twenty feet.

Which word tells you the muskrat moved slowly along the ground? .....

Which word tells you the muskrat walked like a duck? .....

6. His hair plastered close to his body, the mink stood with forepaws on his victim.

Which word tells you the mink's fur seemed stuck to his body? .....

Which word tells you he was using his front paws? .....

7. After glaring for a few seconds the cat paused above the mink.

Which word tells you the cat was staring angrily? .....

Which word tells you the cat stopped for a short time? .....

8. The mink was defending what was his own, and the cat knowing this, refused to quarrel.

Which word tells you the mink was guarding his prey? .....

Which word tells you the cat would not fight? .....

9. Yan discovered that the silent watcher sees the most.

What word tells you that Yan found out something? .....

What word tells you that the watcher who keeps quiet sees the most? .....

10. Yan described these two events at the same time although they did not occur on the same day.

What word means happen? .....

What word means things that happened? .....

In each sentence below there are underlined words. There are three meanings given below the sentence for these words. Draw a line under the one you think is right.

The great difficulty in watching is how to pass the time.

1. hand someone a watch.
2. keep busy.
3. keep on for a long time.

Reading would have done had books been at hand.

1. if books had been near.
2. if his hand had held a book.
3. if books had been handed to him.

The eyes are fixed on the book instead of on the woods.

1. fastened to the book.
2. looking closely at the book.
3. on top of the book.

Yan put in many hours drawing things at the pond.

1. spent much time.
2. wasted his time.
3. waited a long while.

The kingfisher flew to a branch to swallow his prey.

1. say his prayers.
2. eat a small fish.
3. eat a swallow.

The mink withdrew further under the roots.

1. retreated.
2. pulled something from under the roots.
3. hid something under the roots.

The mink sprang on the struggling pair, changing the picture in a twinkling.

1. with a strange sound.
2. in a very short time.
3. with sparkling light.

The mink dived into the water and was lost to view.

1. went out of sight.
2. couldn't see.
3. became lost.

This time the mink had right on his side.

1. was on his right hand side.
2. had fallen on his side.
3. was right in what he did.

At last the mink struck the trail of the muskrat.

1. hit the ground.
2. found the track.
3. stuck to the path.

He stood with forepaws on his victim, snarling a warning to the cat.

1. front feet on the cat.
2. hind feet on the muskrat.
3. front feet on the muskrat.

The cat refused to quarrel because the mink had right on his side.

1. decided to fight.
2. decided not to fight.
3. defended the mink.

## **VOWELS AND SYLLABLES**

These words have two, three, or four syllables. Say the words over to yourself. Then write them in the right place below. Divide them into syllables, marking the accented syllable.

The first three are done for you.

victim	astonished	threatening	uncertainly
defending	shallow	sudden	continued
difficulty	apparently	curiously	favourite
interrupted	hemlock	gradually	rescued
quivering	refused	attempt	seventy
events	regarding	dismal	mysterious
occur	separated	fourteen	beautifully
respectfully	appeared	understand	understanding
protection	overhanging	usually	injured

Now mark the vowels to show whether they are long or short. Turn back to pages 65 and 67 if you do not remember how to do this.

## WORDS THAT LOOK ALIKE

The words in the pairs look alike but are different in meaning. Look carefully at each word to find out its meaning. Then write the correct words in the spaces in the sentence below each pair.

1.

clam

calm

One day when the water was ..... the boys found a .....

2.

hollow

follow

The cubs soon learned to ..... the old bear to the den in a ..... tree trunk.

3.

depending

defending

The army was ..... on the air-force to aid in ..... the city.

4.

creatures

features

As we sat around the campfire we could see the ..... of many wild ..... .

5.

feather

leather

The young Indian wore a ..... fastened to a ..... band on his head.

6.

catch

hatch

The weasel likes to ..... young chicks soon after they .....

7.

reason

season

In the summer ..... the sun is high in the sky and that is the ..... the weather is warm.

8.

prevent

present

If the weather does not ..... us we shall ..... the prizes on the ball field.

9.

struggle

snuggle

On cold winter nights the prairie chickens ..... down in the deep snow but often when morning comes they must ..... to get out.

10.

furious

curious

The ..... children damaged the wings of the aeroplane and this made the pilot .....

11.

wrinkled

wriggled

The crow ..... about trying to free himself from the ..... piece of sticky fly-paper.

## DIFFERENT WAYS OF DESCRIBING MOVEMENT

1. A small fish ..... from the water and caught a fly.

leaped  
flew  
swam  
came

Write in the space the word which shows that the fish jumped quickly.

2. The kingfisher ..... downward and came up with a fish in his beak.

flew  
floated  
darted  
fell

Fill in the blank with the word which shows that the kingfisher moved very quickly.

3. A long, brown mink ..... from a hole in the bank.

crawled  
rushed  
slid  
stepped

Fill in the blank with the word which shows that the mink was in a great hurry.

4. The lynx was ..... nearer to the beaver each moment.

galloping  
stealing  
getting  
coming

Fill in the blank with the word which shows that the lynx was moving softly and secretly.

5. The muskrat ..... slowly to the edge of the stream.

wandered  
darted  
waddled  
floated

Fill in the space with the word which shows that the muskrat moved clumsily.

6. The old, grey cat came ..... through the bushes to the shore.

walking  
running  
gliding  
stumbling

Fill in the blank with the word which shows that the cat was moving smoothly and evenly.

7. With a spring the lynx ..... himself through the air at the porcupine.

pushed  
hurled  
rolled  
tossed

Fill in the blank with the word which shows that the lynx threw himself with great force.

8. With a snarl of rage the lynx ..... off headlong through the bushes.

scampered  
wandered  
walking  
tore

Write in the space the word which shows that the lynx rushed madly.

9. All the birds join in the dance until the whole group is ..... madly.

dancing  
jumping  
whirling  
stamping

Fill in the blank with the word which shows that the birds are turning round and round.

10. The boy began ..... the crow in an effort to capture him.

chasing  
whirling  
circling  
stalking

Write in the space the word which shows that the boy followed the crow stealthily.

1. "It is eleven o'clock," Mother said to herself as she went into the kitchen. "Peter and Jane will soon be home from school." She peeled some potatoes and put them in a pot on the stove. She took some meat and vegetables from the ice-box. Then she made a pudding.

What was Mother's purpose?

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2. One cold, windy day John and Joan started to walk to their grandmother's house. Soon the children left the road and went into a small valley just beside the road. They jumped up and down as fast as they could and clapped their hands together.

Why did they do that?

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3. One cold day a hungry squirrel poked his head out of his hole in a maple tree. He ran head first down the tree, and scampered across the snow to a blueberry bush. Then he began to dig down through the snow and leaves.

What was his purpose?

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4. Mabel put some crumbs, a few crusts, and some pieces of bacon on a large tin tray. She set the tray on the snow in the middle of the backyard.

Why did she do that?

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5. Peter, who was five years old, came running into the house one afternoon calling, "Daddy, Daddy, my sleigh is not in the yard. I left it there this morning and now it is gone." Father said nothing, but he put on his hat, coat, overshoes, and gloves. He took Peter by the hand and went outside.

What was Father going to do?

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6. Mother went out into the garden to look at her currant bushes. Then she came quickly back into the house and went down to the basement. She brought up a dozen small glasses and washed them. She got two large kettles out of the cupboard and measured out some sugar. Then she took a basket and went into the garden and began to pick currants.

What was Mother's purpose?

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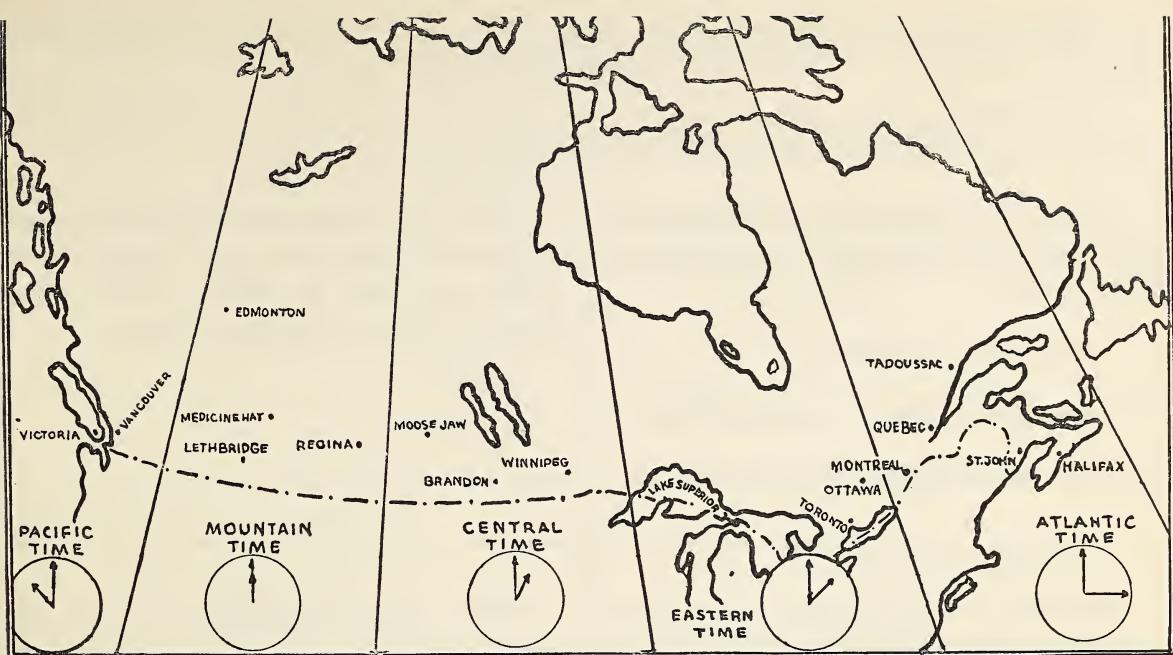
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7. Peter and Roger each took a snow shovel and scraped the snow smoothly from a large, level part of the back yard. They packed this snow in a bank all around the edge. Peter ran into the house and Roger stood at a basement window. Soon the window opened and Peter handed Roger the end of the garden hose. Roger pulled it over to the cleared space and called, "Ready." The hose spouted water and Peter ran out of the door to help Roger hold the hose.

What were the boys going to do?

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Canada is divided into five time belts. Find the one in which you live. Write the name of the time belt you live in.

When it is five o'clock at Halifax, tell what time it is at

Montreal. ....

Toronto. ....

Winnipeg. ....

Regina. ....

Lethbridge. ....

Vancouver. ....

When it is 4 p.m. at Winnipeg, tell what time it is at

Regina. ....

Lethbridge. ....

Vancouver. ....

Montreal. ....

Halifax. ....

Saint John. ....

When it is five o'clock at Victoria, tell what time it is at

Edmonton. ....

Regina. ....

Winnipeg. ....

Toronto. ....

Quebec. ....

Halifax. ....

When it is 12 o'clock noon at Winnipeg, tell what time it is at

Toronto. ....

Quebec. ....

Halifax. ....

Vancouver. ....

Saint John. ....

Regina. ....

After you have read the story, *What Makes it Fly*, close your books and answer these questions by putting X in front of the number of the right answer.

If you have seven or more answers correct, your work is *Excellent*. If you have five or more correct it is *Good*. If you have three or less it is *Poor*.

In order to understand what makes an aeroplane fly, it is necessary to learn something about

1. the bottom of the sea.
2. the air in which the aeroplane flies.
3. the ground which is covered with air.

Although air is very light it has weight and pushes down on the ground. It also pushes

1. in all other directions.
2. upwards and downwards only.
3. forwards and backwards, but not upwards and downwards.

If a hollow ball had no air inside it

1. the air outside would have no pressure.
2. the air would make a hole in the empty ball.
3. the outside air would press against the sides.

When the propeller of a plane turns, it bites into the air and pulls the plane forward. This forward pull of the propeller is called

1. air pressure.
2. thrust.
3. struts.

As the plane goes forward the air pushes against the wings, tail, and wheels of the plane and tends to slow it down. This backward force of the air is called

1. drag.
2. weight.
3. lift.

Which kind of aeroplane will have the least drag?

1. planes with flat fronts
2. planes with many struts
3. streamlined planes

We say a plane is *streamlined* when it has

1. a flat front and two pairs of wings.
2. landing wheels, wires, and struts stuck out into the air.
3. wheels that fold into the wings, pointed noses, and few struts or wires.

What brings the plane back to earth when the engine slows down?

1. the weight of the plane
2. the landing wheels
3. the propeller

After you have read the story, *Big Fellow's First Job*, close your books and answer the questions by putting X in front of the right answer.

Big Fellow was Ned's best friend. Big Fellow was no ordinary friend. Big Fellow was a machine. Big Fellow was

1. a steam shovel.
2. a gasoline shovel.
3. a snow shovel.

The gasoline shovel had a big dipper. The purpose of the dipper was

1. to scoop up the earth.
2. for the men to drink from.
3. to dip up gasoline.

Where was Big Fellow?

1. at an airport
2. on a farm
3. in a factory

What was used to make Big Fellow's engine go?

1. coal
2. steam
3. gasoline

Big Fellow's first job was

1. to dig a ditch.
2. to level ground for an airport.
3. to help build a road.

A dump truck was used for

1. digging holes in the ground.
2. carrying away the earth that Big Fellow dug up.
3. bringing the men to work.

The boom on the gasoline shovel is used for

1. moving the dipper up and down.
2. blowing the whistle.
3. steering the tractor base.

Big Fellow had a tractor base. Its purpose was

1. to dig holes in the ground.
2. to level the ground.
3. to move the shovel about.

A low, flat trailer pulled by a heavy truck was used

1. for working men to live in.
2. to carry the gasoline.
3. to move Big Fellow from the factory to the airport.

Ned watched Blake pull a lever. What happened?

1. The dump truck backed up.
2. The shovel crawled across the field.
3. The whistle blew.

## THE MORSE CODE

Samuel Morse thought of a way to send messages long before people were able to talk over the radio, and even before we had telephones. The machine Morse made for sending these messages is called the *telegraph*. The messages are called *telegrams*.

Morse made up an alphabet of dots and dashes. This alphabet is often called *The Morse Code*. Perhaps you have heard the telegraph ticking out its messages when you have been in a railroad station.

The Morse Alphabet or The Morse Code is printed below.

a ..	h ....	o ----	v ... ..
b ....	i ..	p . ....	w . ... ..
c ... ..	j . ....	q - ... ..	x ... ..
d ... ..	k ... ..	r ... ..	y ... ..
e ..	l ... ..	s ... ..	z ... ..
f ... ..	m ... ..	t ..	
g ... ..	n .. ..	u .. ..	

The messages below came over the telegraph wires. Are you curious enough to try to read them?

Write the letters below the dots and dashes.

The message below came from a ship.

• • • — — — • • • • • — • • — — — • • • • • • • • — — •

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• — — — • — • — — — • — — — • — — — • — — — • — — — •

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Wise men speak; their words of wisdom  
Perish in the ears that hear them.

*Perish* means 1. ring loudly  
2. die and are forgotten  
3. are remembered for a long time

Draw a line through the suggested meanings that are wrong.

What methods have we to-day for keeping the words of wise men so they will not be forgotten?

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Face to face we speak together  
But we cannot speak when absent.

What ways have we to-day to speak to people who are a long distance from us, or to send messages to them?

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Cannot send a secret message  
But the bearer learns our secret.

How can we send messages to our friends to-day, so that other people will not know what the message contains?

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careful

careless

The movers were ..... to see that the furniture and bundles were safely packed in the van.

Ann King was ..... when she left her doll lying out under a lilac bush.

clouds

cloudless

The sunshine was bright, and the blue sky was ..... on the first morning of October.

In the afternoon the sun disappeared, and dark ..... gathered in the west.

arrange

arrangement

Everyone worked hard to ..... the furniture in the new home.

Soon the ..... of the furniture made the new house look settled and homelike.

disappointing

disappointment

Ann's search for the precious rag doll was ..... for the doll had been left behind.

Ann's ..... was so great that she paid no attention when Kitty urged her to forget the doll.

argue

argument

Little Ann didn't ..... long with Kitty over the missing rag doll.

She settled the ..... by starting down the street to search for the doll.

hoped

hopeless

Mrs. King was anxious when she found that Ann was lost, but she knew that finding her was not a ..... task.

She ..... her husband, the neighbours, and the police would help her find Ann.

help

helpless

Kitty couldn't ..... feeling guilty because she had forgotten her little sister.

Kitty was afraid that little Ann would be ..... about finding her way home again.

amazed

amazement

The children were ..... when Pal bounded to the radio and began to whine frantically.

When the silence was interrupted by Ann's message, they discovered the cause of Pal's .....

announce

announcement

Mrs. King heard a childish voice ..... "This is Ann."

Then she heard the radio broadcaster say, "You have just heard a special ..... from a very young lady named Ann."

astonished

astonishment

When they recognized Ann's voice over the radio, the children gasped in .....

As everyone dashed downtown, Don mumbled, "That voice certainly ..... me."

1. Michael remembered the wide treeless plains and the mighty peaks of the Rockies.  
Which word tells you there were no trees? .....  
Which word tells you the mountains were huge and strong? .....
2. At the sight of the huge silver bird which was to carry him across the prairie Mike exclaimed, "A Lodestar!"  
Which word tells you the plane was shiny? .....  
Which word tells you the name given to the plane? .....
3. The engines roared. The pilot was testing the engines before they took off.  
Which word tells you the engines made a loud sound? .....  
Which word tells you the pilot was trying out the engine? .....
4. Row upon row of massive mountains towered against the sky.  
Which word tells you the mountains were large and solid? .....  
Which word tells you the mountains rose high in the air? .....
5. At Lethbridge, Mike placed the sign "Occupied" in his favourite seat.  
Which word tells you the seat was being used by someone? .....Which word tells you Mike liked his seat? .....
6. As Mike looked southward he saw a tremendous peak. One of the passengers exclaimed, "Mount Baker!"  
Which word tells you the peak was unusually large? .....  
Which word tells you the passenger spoke in an excited manner? .....
7. The man examined Big Fellow from top to bottom and finally decided to buy him.  
Which word tells you the man looked carefully? .....  
Which word tells you he made up his mind? .....
8. Ned watched intently as Big Fellow commenced his first job.  
Which word tells you Ned watched closely? .....  
Which word tells you Big Fellow began to work? .....
9. When she discovered that Ann, her little sister, had vanished, Kitty had a guilty feeling.  
Which words tells you Ann was gone? .....Which words tells you Kitty felt she had done wrong? .....
10. As the children hurried to the attic to find their toys, Ann mumbled, "I want my doll."  
Which word tells you the children moved quickly? .....  
Which word tells you Ann did not speak clearly? .....

Read the titles of the stories below. Read the rest of the page and fill the spaces in the second paragraph of each part. The first one is done for you.

1. Riding With the Sun
2. Radio Rescue
3. Picture Writing
4. Big Fellow's First Job
5. Shipwrecked
6. War Comes to Holland
7. How Cedric became a Knight
8. The Rescue

It is safer to have a rink in a park than on a river, because no one can be drowned on a rink in a park.

But *Jack Mallison* in the story *The Rescue* was skating on the river when he fell through the ice.

Before we had aeroplanes it took several days to travel from Winnipeg to Vancouver.

But \_\_\_\_\_  
in the story \_\_\_\_\_  
made the trip in a few hours.

In time of war the enemy will do anything he can to harm the people he is fighting.

In the story \_\_\_\_\_  
the enemy let the salt sea water flood the land of the \_\_\_\_\_ people.

If your mother had been lost when she was a little girl, it might have been very difficult to find her.

But in the story \_\_\_\_\_  
the radio proved a great help in finding \_\_\_\_\_ quickly.

Children are sometimes afraid of dogs.

But \_\_\_\_\_ in the story \_\_\_\_\_ quickly got over his fear by jumping on the back of a large dog.

To-day if we wish to send a secret message to a friend, we can write the message on paper, and send it in a sealed envelope.

But \_\_\_\_\_ in the story \_\_\_\_\_ had not learned how to do this.

Boys nowadays get jobs cutting grass, shovelling snow, or delivering papers.

But in the story \_\_\_\_\_, a boy was wanted by \_\_\_\_\_ to live in his castle, be his companion, and accompany him on journeys.

Years ago it took a long time and many men to do a big job of digging or levelling earth.

But in the story \_\_\_\_\_  
the work was done quickly and well by Ned's friend \_\_\_\_\_.

## WHAT HAPPENS NEXT?

Read each story. Then read the three sentences which follow the story. Draw a line under the sentence which tells what is most likely to happen next.

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A hungry weasel came suddenly upon a little yellow chick that had wandered from the mother hen.

"I intend to eat you up," said the weasel. "You are the first bit of food I have come across to-day. And I am very, very hungry."

"Oh," said the little yellow chick, "if you are so hungry as all that, let me go and find my mother and my seven brothers and sisters. They would make you a much better meal."

"An excellent idea!" cried the hungry weasel, "but where are they?"

"Why I believe they are up near the farmhouse," said the little yellow chick. "Shall I go now and get them for you?"

"Why, yes," replied the hungry weasel, "I do wish you would go at once and bring them here as quickly as possible."

1. Yellow chick brought the hen and chicks to the weasel.
2. Yellow chick went back to the mother and stayed there.
3. Yellow chick hid until the weasel had gone away.

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A hungry spider sat in the corner of his web wishing for a meal. As he sat there he spied a fly walking close to the edge of the web.

"How do you do, Mr. Fly," said the cunning spider. "Would you care to come in and rest a while in my comfortable home?"

"I am quite tired," replied the fly, "but I must continue my search for food."

"No need to search, my friend," said the spider. "If you will but honour me with a visit I shall be very glad to share my meal with you. Please do come in and enjoy a meal with me in my cosy home," coaxed Mr. Spider. And in went Mr. Fly.

1. They had a good visit.
2. The fly ate the spider.
3. The spider ate the fly.

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One day Sally brought home a poor, little, lost dog. He was cold, hungry, and dirty. Sally begged her parents to let her keep him. But they didn't like dogs, and said "No." Sally was so sad and the dog so pitiful that mother said he could stay one night but the next day he must go. Sally fed him, brushed him, and made him a warm bed in the kitchen. He soon went to sleep. In the night the little dog's sharp barking wakened Sally. She ran downstairs and found the basement was on fire. She wakened her parents, and her father quickly put out the fire. The house was saved and they were all very glad the little dog had barked.

1. Next morning Sally's father took the dog away.
2. Sally's parents gladly let the dog stay.
3. The dog ran away.

## The Flying Dutchman

1. The artist who drew the pictures on pages 294 and 296 of *Riding with the Sun*, read the story of *The Flying Dutchman* carefully before he began to draw. He chose sentences from which to make pictures.

In the space below write the sentence from which the artist made the picture on page 294.

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Write the sentences from which the artist made the picture on page 296.

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2. In the columns below there is a list of eight things which are all mentioned in the last paragraph of the story. Which of these things did the artist put in the picture? Write *Yes* in front of each thing he used in the picture. Write *No* in front of each one the artist did not use.

..... fog and mist	..... torn sails
..... darkness of the night	..... cracked masts
..... Cape of Good Hope	..... pale figures on deck
..... ghostly ship	..... sailors whispering

4. Find another sentence in the story from which one could make a good picture. Write the sentence below, then make a list of the things in the sentence which might be shown in the pictures.

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5. In each sentence below two words are given. One of these words is correctly spelled, the other is wrong. Draw a line through the word that is wrong.

1. The flag is (flying, flieing) at the mast-head.
2. The sailors are (lieing, lying) on the deck.
3. The sails are (drieing, drying) after the storm.
4. A sailor is (tieing, tying) a knot in a rope.
5. Seagulls are (crying, crieing) overhead.
6. I am (trying, trieing) to do my best.

1. The foolish miller told the king his daughter could spin the straw in the royal barns into gold.  
Which word tells you the miller was unwise? .....  
Which word tells you the barns belonged to the king? .....
2. As the dwarf spun, the pile of glistening threads increased until all the straw was gone.  
Which word tells you the threads sparkled? .....  
Which word tells you the pile got bigger? .....
3. The king was delighted when he saw the vast pile of gold.  
Which word tells you the king was pleased? .....  
Which word tells you the pile was very large? .....
4. When the anxious queen guessed curious names for the dwarf, the little man laughed gleefully.  
Which word tells you the queen was worried? .....  
Which word tells you the dwarf laughed merrily? .....
5. When the queen guessed his name the dwarf shrieked and danced with rage.  
Which word tells you the dwarf made a loud sharp sound? .....  
Which word tells you the dwarf was angry? .....
6. The princess was amazed when the queer little man appeared again the next night.  
Which word tells you the princess was surprised? .....  
Which word tells you the dwarf was unusual? .....
7. The queen's messengers searched the whole realm for curious names.  
Which word tells you the messengers looked carefully? .....  
Which word tells you the names were strange? .....
8. At the edge of a pine forest a messenger discovered a little man dancing about a fire.  
Which word tells you what kind of trees were in the forest? .....  
Which word tells you the messenger found the dwarf? .....
9. "Oh," moaned the weeping maiden, "the king has ordered me to spin all this straw into gold."  
Which word tells you she spoke in a low, sad voice? .....  
Which word tells you she was crying? .....
10. When the greedy king saw the pile of gold he could scarcely believe his eyes.  
Which word tells you the king wanted more? .....  
Which word tells you it was hard for him to believe his eyes? .....

satisfaction

satisfied

There was no \_\_\_\_\_ in sending messages by word of mouth.

Hiawatha was \_\_\_\_\_ when he had learned the art of picture writing.

descending

distinguish

Hiawatha wanted signs painted on the grave-posts, so that people could \_\_\_\_\_ one from the other.

Waving lines \_\_\_\_\_ from a bow meant rain and cloudy weather.

alert

aboard

Hiawatha's mind was always \_\_\_\_\_ for new ideas to meet the needs of his people.

The rich man carried his money in bags \_\_\_\_\_ a ship sailing for Holland.

reindeer

reptile

A \_\_\_\_\_ is an animal that moves by crawling close to the ground.

One of the symbols of an Indian household was a \_\_\_\_\_.

recognize

realize

The queen did not \_\_\_\_\_ that the dwarf would come back to take her baby away.

Pal the dog could \_\_\_\_\_ Ann's voice over the radio.

beware

behold

Sailors on ships which are near the Cape of Good Hope are told to \_\_\_\_\_ of the Flying Dutchman.

Hiawatha told his people to \_\_\_\_\_ the graves of the great Indian braves of the past.

tremendous

massive

There was a \_\_\_\_\_ roll of thunder and a flash of lightning.

The Rocky Mountains are huge and \_\_\_\_\_.

familiar

famous

The wonderful little quern became \_\_\_\_\_ all over the world.

The prairies looked \_\_\_\_\_ to Michael as he had travelled across them once before.

commence

consent

The sea captain coaxed and begged the man to \_\_\_\_\_ to sell the little mill.

Ned rode out on his bicycle to see Big Fellow \_\_\_\_\_ his first job.

consider

conceal

Brer Rabbit told Brer Wolf that he would \_\_\_\_\_ him in the chest and save him from the dogs.

The swallow asked Dr. Dolittle if he would \_\_\_\_\_ going to Africa to cure the monkeys.

Each sentence contains an underlined word. Two meanings are given for this word below the sentence. Draw a line under the one you think is right.

One patient of Dr. Dolittle's was a monkey.

1. one who is going to a doctor
2. being calm and quiet

The doctor's ship had to pass the coast of Barbary.

1. to slide downhill on a sled
2. edge of the sea-shore

Then they would sail back to Barbary.

1. a piece of cloth spread to catch the wind
2. travel on water using wind as power

He felt as though the ship were flying through the waves.

1. moves back and forth
2. moving water

The tips of our tails get that tingly feeling.

1. ends
2. upsets

We'll have pork chops for supper to-night.

1. cuts into small pieces
2. slices of meat

Soon the bow of the ship began to go down.

1. front end of a ship
2. bending the head or body

A swallow had brought him a message.

1. to take something through the throat into the stomach
2. a small bird with a forked tail

When they caught a ship at sea they would sink it.

1. to fall slowly
2. to make go down

I can smell roast beef with rich brown gravy.

1. good tasting and with plenty of fat
2. having much money

The doctor said he would land on the island to look for water.

1. go ashore from a ship
2. a piece of ground

The canaries led him to a spring of clear water.

1. leap or jump
2. small stream coming from the earth

Our old ship is bound to sink soon.

1. certain
2. spring back

For the rest of your life you must be a peaceful farmer.

1. sleep
2. what is left

The words in the column on the left are easy words, but there are other words meaning the same thing which are more often used. After each word are five other words. One of these words means the same as the word in the column on the left.

Draw a line under the word that means the same.

<b>dwelt</b>	sat	worked	lived	felt	slept
<b>vowed</b>	promised	gave	wove	asked	told
<b>realm</b>	name	kingdom	town	city	village
<b>related</b>	cousin	family	brother	uncle	told
<b>slay</b>	runners	snow	kill	move	cut
<b>smite</b>	kiss	safe	fear	strike	small
<b>behold</b>	carry	pocket	find	look	see
<b>bade</b>	commanded	evil	wicked	afraid	said
<b>peal</b>	skin	ring	come	thread	book
<b>provender</b>	food	providence	lazy	province	prove
<b>crave</b>	fight	brave	water	seize	desire
<b>covet</b>	look	desire	cover	consent	dampen

After each word in heavy type four words are printed in lighter type. Three of these words mean almost the same as the word in heavy type. One word means something quite different. Draw a circle around the word that has a different meaning.

<b>guilty</b>	wicked	bad	safe	wrong
<b>alert</b>	bright	smart	lively	asleep
<b>perish</b>	live	disappear	vanish	die
<b>secure</b>	dangerous	safe	unharmed	protected
<b>tremendous</b>	large	huge	vast	small
<b>abide</b>	live	dwell	stay	creep
<b>anxious</b>	happy	troubled	worried	uneasy
<b>brilliant</b>	shining	cloudy	glittering	sparkling
<b>distress</b>	pleasure	trouble	pain	sorrow
<b>drowsy</b>	tired	sleepy	alert	dull
<b>massive</b>	little	huge	tremendous	vast
<b>purpose</b>	reason	plan	game	aim

## DIFFERENT WAYS OF SAYING "SAID"

"I will kill you, Jack, as soon as I can lay my hands on you,"  
said the giant, kindly.

vowed the giant.

laughed the giant

muttered the giant.

If you wanted to show that the giant promised solemnly, which ending would you use? Draw a line under it.

"Are the dogs all gone, Brer Rabbit? I seem to hear one of them sniffing around the chimney just now,"

said Brer Wolf, anxiously.

asked Brer Wolf, kindly.

said Brer Wolf, thoughtfully.

enquired Brer Wolf, carelessly.

If you wanted to show that the wolf was worried, which ending would you use?

Underline it.

"If this straw is not spun into gold before to-morrow morning, I shall be put to death,"

murmured the maiden.

moaned the maiden.

replied the maiden.

the maiden said, politely.

Underline the ending which shows that the maiden was frightened.

"Oh, please take anything else but leave me my darling baby,"

cried the queen, anxiously.

said the queen, quietly.

the queen roared angrily.

laughed the queen.

Underline the ending which shows the queen was worried.

"Go, I say. I will care for you no longer. I want nothing that cannot be turned into gold,"

whispered the knight.

remarked the knight.

asked the knight.

cried the knight.

If you wanted to show that the knight shouted in a loud voice, which ending would you underline?

"Your daughter must be very clever. Send her up to the palace at once that I may see what she can do,"

promised the king.

said the king, eagerly.

answered the king.

said the king, cheerfully.

If you wanted to show that the king was very much interested, which ending would you use?

Underline it.

"If you can help me I will give you my beautiful necklace,"

the maiden remarked, carelessly.

stammered the maiden.

mumbled the maiden.

answered the maiden, gladly.

Underline the ending which shows that the maiden was joyful.

"The witches must have told you! Oh, bother the witches,"

remarked the little man.

shrieked the little man, furiously.

the little man called out.

whispered the little man.

Underline the ending which shows the little man was very angry.

1. Blunderbore lived in an enchanted castle, and he vowed that he would kill Jack.  
Which word tells that magic was used? \_\_\_\_\_  
Which word tells that the giant promised solemnly? \_\_\_\_\_
2. Jack saw with terror, through the bars of his prison, the two giants approaching.  
Which word tells that the giants were coming nearer? \_\_\_\_\_  
Which words tell that Jack was afraid? \_\_\_\_\_
3. He covered the pit over so that it appeared to be solid ground.  
Which word tells that the ground appeared to be firm? \_\_\_\_\_  
Which word shows that firm ground seemed to cover the pit? \_\_\_\_\_
4. He then pulled with all his might till he had choked them.  
Which words show that Jack pulled as hard as he could? \_\_\_\_\_  
Which word shows they died because they couldn't get their breath? \_\_\_\_\_
5. "Ladies," said Jack politely, "I have put an end to the monster and his wicked brother."  
Which word shows that Jack had good manners? \_\_\_\_\_  
Which words mean that Jack had killed the monster? \_\_\_\_\_  
Which word shows that it was a giant that Jack killed? \_\_\_\_\_  
Which word shows that the giant's brother was evil? \_\_\_\_\_
6. The giant seized a noble lady who was strolling in her father's garden, and turned her into a deer.  
Which word means that the lady was walking slowly for pleasure? \_\_\_\_\_  
Which word shows that the giant made the lady a prisoner? \_\_\_\_\_
7. Just as Jack entered the forest, he beheld a large giant.  
Which word shows that Jack went into the forest? \_\_\_\_\_  
Which word tells that Jack saw a huge giant? \_\_\_\_\_
8. Jack alighted from his horse and put on his invisible coat.  
Which word shows that Jack got off his horse? \_\_\_\_\_  
Which word tells that the coat could not be seen? \_\_\_\_\_
9. Jack made up his mind to destroy the drowsy giant.  
Which word shows that the giant was sleepy? \_\_\_\_\_  
Which word shows that Jack intended to kill the giant? \_\_\_\_\_

In the story, *Jack the Giant Killer*, Jack had six adventures with giants. Each paragraph below tells something that happened at the time of these adventures. Number them in the correct order from 1 to 6.



A giant named Blunderbore found Jack fast asleep on the ground under a tree. The giant carried Jack to his castle, locked him in a large room, and then went to fetch his brother.

Jack made a slip-knot on a long piece of cord. As the two giants were passing under the window of the room in which Jack was being held prisoner, he threw the slip-knot over their heads. He then pulled with all his might and choked the giants to death.



One winter's evening Jack took a horn, a shovel, a pickaxe, and a dark lantern and went to the top of a mountain. He intended to slay a giant. Near the giant's house, Jack dug a vast pit. He covered the top of the pit over to make it look like solid ground.

Jack then blew a loud blast on his horn. The giant rushed out, threatening to kill Jack. But he tumbled into the pit, and Jack dealt him a blow with the pickaxe that killed the giant.



One time as Jack was riding through a forest he beheld a huge giant dragging a knight and his wife by the hair of their heads.

Jack killed this giant, and set free the knight and his lady. They invited him to their house to receive a proper reward. Jack did not accept their invitation because he wanted to find out where the giant lived.



Jack stayed overnight in the house of a Welsh giant. During the night he heard the giant mumbling a rhyme to himself. Jack learned from this rhyme that the giant intended to kill him.

In the room Jack found a log which he placed in the bed. Jack himself lay down in the corner. About midnight the giant came into the room and dealt the log many savage blows with a huge club.



Jack learned from an old man that a fierce giant lived on the top of a mountain. He put on his invisible coat and set out for the enchanted castle in which the giant lived. It was well he had his invisible coat, for on the way he had to pass two fiery griffins. He was invisible to them and he passed them silently.

He found a golden trumpet on the gate of the castle, and under the trumpet these words were written:

“Whoever can this trumpet blow  
Shall cause the giant's overthrow.”



Jack came upon a giant sitting on a log in a forest. He put on his invisible coat, and drew his sword of sharpness. Strolling up to the giant he aimed a blow at the giant's head. He missed his aim, however, and succeeded only in cutting off the giant's nose. The giant, of course, became angry, and seizing his club he struck at Jack with all his might.

## THE WRONG WORD

Find and underline the word that makes each paragraph foolish.

On the line below each paragraph write a word which would make the paragraph sensible.

The fierce and savage looks of the giant  
were the delight of all who beheld him.

---

The giant lived on an island off the coast  
of Cornwall. He used to fly over to the  
mainland every day in search of prey.

---

As Jack was invisible, the giant could see  
him plainly.

---

Setting his foot upon his neck, Jack  
plunged his sword into the giant's body,  
and so the monster gave a laugh and died.

---

The knight and his lady thanked Jack  
for saving them, and invited him to their  
house to receive a suitable punishment.

---

After climbing several high hills he swam  
through a dense forest in which his road  
lay.

---

Ten monkeys escaped from the zoo but  
the keepers caught twelve of them.

---

Everybody knew where the giant lived  
because it was a secret.

---

Jack took his clothes off quickly and, as  
he was very weary, he decided to get up.

---

When Jack had saved the lady she sat  
down and thanked him for his cruelty.

---

Jack blew a silent blast on the trumpet,  
which could be heard for miles.

---

Jack aimed a blow at the giant's head,  
but missing his aim he cut off the giant's  
nose. This caused the giant to cry out  
with great pleasure.

---

He threw the cord around the giant's  
legs, pulled it tight and choked him.

---

About midnight the giant entered the  
room and with his club, politely struck  
many blows on the bed where he thought  
Jack lay.

---

The giant howled with joy when Jack  
struck him on the head.

---

It took Peter an instant to walk two  
miles as he was a slow walker.

---

Read carefully the first sentence at the left of the page, and notice the underlined word. Now read the different meanings of this word that are given at the right.

Which meaning has the underlined word in the first sentence? Put the number of the meaning in the square.

What is the meaning of the underlined word in each of the other sentences? Put the number of the meaning in the square.

<input type="checkbox"/>	Jack blew such a <u>blast</u> on his horn that the giant woke up.	<b>blast</b>	1. a sudden gust of wind 2. the sound made by blowing a horn 3. to split rocks with gunpowder
<input type="checkbox"/>	The <u>blast</u> tossed bits of paper into the air.		
<input type="checkbox"/>	The canaries led Dr. Dolittle to a beautiful clear <u>spring</u> .	<b>spring</b>	1. a season of the year 2. jump up quickly 3. a coiled wire 4. a stream of water coming up out of the earth
<input type="checkbox"/>	One fine day in the <u>spring</u> we went fishing in the lake.		
<input type="checkbox"/>	Joseph was put in a <u>pit</u> by his brothers.	<b>pit</b>	1. a hole in the earth 2. the seed of a fruit such as peach or cherry 3. part of a theatre
<input type="checkbox"/>	We could not see the actors very well from the <u>pit</u> .		
<input type="checkbox"/>	The pirates came into the <u>bay</u> and got on the Doctor's ship.	<b>bay</b>	1. part of a lake or ocean 2. reddish brown colour 3. deep-sounding bark of a dog
<input type="checkbox"/>	We could hear the hounds <u>bay</u> as they found the trail.		
<input type="checkbox"/>	After a <u>sound</u> sleep Jack rose early and put on his invisible coat.	<b>sound</b>	1. a noise 2. unhurt or healthy 3. deep or undisturbed
<input type="checkbox"/>	Jack told the giant he could cut off his own head and the next minute put it <u>sound</u> again on his shoulders		
<input type="checkbox"/>	David killed Goliath with a stone from a <u>sling</u> .	<b>sling</b>	1. to hang 2. bandage for a broken arm 3. a small weapon for throwing stones 4. to throw
<input type="checkbox"/>	The giant would <u>sling</u> several sheep and hogs around his waist.		

One day, an Indian upon returning to his wigwam, found that a large piece of meat had been stolen. He noticed carefully the marks which were about the place, and then set off to pursue the thief, whom he tracked through the woods.

On his way, he met three hunters. He inquired of them if they had seen a little, old, white man carrying a short gun and accompanied by a small dog with a short tail. They said they had.

"Then you know him," said they.

"I have never seen him nor even heard of him," said the Indian.

"How can you tell so clearly what he is like?" asked one of the hunters.

"I know the thief is a little man because he heaped up a pile of wood to stand upon in order to reach the meat. I had hung it up in my wigwam while I was standing on the ground. I know he is an old man by his short steps which I have traced over the dead leaves in the woods. I know he is a white man because he turns out his toes when he walks. An Indian never does this. I know he has a short gun because of the mark it made on the bark of a tree against which it had leaned. I know his dog is small by his track, and it is clear that the dog has a short tail from the mark in the dust where he was sitting while his master was stealing my meat."

1. What do you think would be a good title for this story? Write the title on the line at the top of the story.
2. How did the Indian know  
that the thief was a small man?

---

---

that he was old?

---

---

that he was a white man?

---

---

that his dog was small?

---

---

that the dog had a short tail?

---

---

## HOW I TURNED THE GRINDSTONE

One cold winter morning, when I was a little boy, I met, on my way to school, a smiling man with an axe on his shoulder.

"My boy," said he, "has your father a grindstone?"

"Yes, sir," said I.

"You are a fine little fellow," said the man. "Will you let me grind my axe on it?"

It pleased me very much to be called a fine little fellow, so I said: "Oh, yes, sir. It is down in the shop."

"You are a strong, handsome lad. I am sure your father must be proud of you," said he, patting me on the head. "Will you get me a little hot water?"

Now, how could I refuse? He was such a smiling, pleasant man! As fast as I could I ran into the house, and brought him a whole kettleful.

"How old are you? And what's your name?" he asked. But, before I could answer, he said, "You are one of the finest lads I ever saw. Will you just turn a few minutes for me?"

Tickled with his praise, like a little fool, I went to work. It was a new axe, and I toiled and tugged and turned till I was tired enough to drop.

The school bell rang, but I could not get away. It rang again, and there I was, still turning away at the grindstone. My hands were sore and my shoulders ached.

At last the axe was ground. What a sharp, keen edge it had!

Then I looked up, expecting thanks. But the man suddenly turned toward me with a frown, and said: "You little rascal, you should be at school. Be off, now. Run away to school, or you'll catch it!"

It was hard enough to turn a heavy grindstone so long, and on such a cold day. But to be called a "little rascal" for doing it was too much. These harsh words sank deep into my boyish mind, and often have I thought of them since.

1. Do you think the man meant what he said when he called the boy "a fine little fellow" and a "strong handsome lad"? \_\_\_\_\_

\_\_\_\_\_

2. Why did he say these things to the boy? \_\_\_\_\_

\_\_\_\_\_

3. What do you think of the man? \_\_\_\_\_

\_\_\_\_\_

4. What do you think of the boy? \_\_\_\_\_

\_\_\_\_\_

## WHO SAID THAT?

Each of the speeches below is found in one of the stories listed. In the square beside the speech, put the number of the story from which the speech is taken.

Tell who said the speech. Write your answer on the dotted line after the word, Speaker.

Look up the speech in *Riding with the Sun*, and write the number of the page on which the speech is found.

1. The Flying Dutchman	5. The Bell of Atri
2. Why the Sea is Salt	6. Brer Rabbit and Mr. Wolf
3. Rumpelstiltskin	7. Dr. Doolittle's Adventure
4. Jack the Giant Killer	8. Concerning Dragons

"I smell bad men, the worst men I ever smelt. I smell trouble. I smell a fight—six scoundrels fighting against one brave man."

Speaker ..... Page .....

"Though here you lodge with me this night, you shall not see the morning light."

Speaker ..... Page .....

"I have come to claim the baby. I hope you have not forgotten your promise."

Speaker ..... Page .....

"What is the use or need  
To keep at my own cost this lazy steed,  
Eating his head off in my stables here,  
When rents are low and provender dear?"

Speaker ..... Page .....

"When Michael's angels fought  
The dragon, was it caught?  
Did it jump and roar?"

Speaker ..... Page .....

"We have a great store of gold. Only give us water."

Speaker ..... Page .....

"Oh, I am going to the land of Nowhere, but I don't know the way."

Speaker ..... Page .....

"The dogs are after me and they will tear me to pieces. Don't you hear them?"

Speaker ..... Page .....

Use after page 350.

Recognizing the sources of quotations.

To give experience in skimming.

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